

**HANOVER PUBLIC SCHOOL DISTRICT**  
**Hanover, Pennsylvania 17331**



**English Learner Handbook**

Revised: September 2020

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# HANOVER PUBLIC SCHOOL DISTRICT

## **District Mission Statement**

The Hanover Public School District is committed to excellence in education by nurturing, challenging, and inspiring all students to achieve their full potential and to become productive citizens in a global community.

### **OUR CORE BELIEFS**

- \* We believe that all students are unique and that individual differences must be cherished.
- \* We believe in the academic, social, emotional, physical and cultural development of all students.
- \* We believe that it is the responsibility of all members of the school community to create a learning environment that exemplifies excellence in education.
- \* We believe that all students must develop effective critical thinking, problem-solving, and technological skills in order to be successful in a constantly changing society.
- \* We believe that the commitment to continuous professional development is essential to ensuring a quality educational program.
- \* We believe that district resources must support quality educational programs and initiatives.

# Language Instruction Educational Programs Outline

- I. The LIEP at the Hanover Public School District ensures that every student will be provided an education and no child shall be left behind. Program goals for the district include second language acquisition and respect for culture. Students shall be accurately assessed to determine their level of English Language understanding and be provided with a curriculum of literacy with content appropriate to their level of understanding. Integration into the age appropriate grade level will be our main focus.
- II. A Home Language survey will be given to every student that enters kindergarten. Any new entrant shall also be required to complete this form at registration. If the Home Language Survey has any answer other than English, the Family Interview Form is completed by someone other than the parent. The LIEP designee shall then determine whether or not to screen the student.  
<https://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/ESL/ELL-Identification-Procedure%20K-12.pdf>
- III. The instructional program provided by the Hanover Public School District will be developmental in approach.
  - A. The student will be instructed, in English, at their level. The District provides LIEP services and also contracts with IU # 12 for services. The Title I program and district translators are utilized to assist in communication with parents.
  - B. Planned instruction will follow the PA standards with the goal of reaching these standards with every student.
  - C. The amount of time for each student will vary upon need.
  - D. School programs could include push-in and/or pull-out instruction.
  - E. Student instruction will be on a daily basis.
- IV. All EL students will be able to participate in any or all extra-curricular programs that are offered by the school, including music, art, and sports activities. Vocational Education, Business and Academic related curriculums are also available.
- V. The Pupil Personnel Services offered by the Hanover Public School District include Guidance Counseling services, Student Assistance Program Teams, and Special Education, if deemed necessary.
- VI. Staff development as related to the LIEP program.
  - A. All Instructional I and II professionals will be given current state released information. Our Assistant to the Superintendent will disseminate information to Principals who will relay all needed information to building staff.
  - B. Secretarial staff in the Hanover Public School District will be trained on the Home Language Survey and Family Interview Form and will know when to notify the LIEP contact.
- VII. Program Evaluation Procedures. The Hanover Public School District LIEP Plan is reviewed at the end of every school year. The Assistant to the Superintendent or

her designee will attend pertinent state meetings and will revise the plan as needed to meet state standards and the changing needs of the students.

## **LIEP PROGRAM GOALS**

- To develop pupil competency in understanding, speaking, reading, and writing English.
- To provide educational experiences that will prepare pupils to complete high school and to enter institutions of higher education and / or the workforce.
- To enhance pupils' sense of self-worth by highlighting contributions made by their ethnic group to society.
- To nurture self-pride and self-identity in each student's linguistic and cultural heritage.
- To provide all students with equal opportunity/access to participate and be successful in both curricular and extracurricular activities.

## **LIEP Curriculum Objectives**

The Hanover Public School District will utilize WIDA. In addition, each student will be assessed using the Can Do Descriptors in the area of listening, speaking, reading, and writing. The Can Do Descriptors work in conjunction with the Wida Performance Definitions of the English language development standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quantity of students' language processing and use across the levels of language proficiency. The website resource is: [http://wida.us/standards/Can\\_Dos/](http://wida.us/standards/Can_Dos/). In addition, the district will reference the LIEP toolkit located at: <http://toolkit.eslportalpa.info/>

## **LIEP STANDARDS**

English Language Proficiency Standard 1: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

## DEFINITION OF TERMS

**Bilingual** – refers to knowledge and use of two languages

**Bilingual Instructional Program** – refers to the use of two languages, one of which is English, as the media of subject matter instruction.

**Dominance** – refers to the language most often used by the student for communication and self-expression.

**ELD** – English language development

**English Dominant** – a student whose language of communication is predominantly English.

**EL** – acronym for English Learners; students whose first language or primary home language is not English and who are in the process of learning English (refers to the *students*, whereas LIEP refers to the *program*).

**FEL**- acronym for Former English Learner

**LIEP** – acronym for Language Instruction Educational Programs; an academic discipline designed to teach English learners social and academic language skills and cultural aspects of English in order to succeed academically; it involves teaching, listening, speaking, reading, and writing at appropriate developmental and proficiency levels with little or no use of the native language.

**Home Language** – the first language learned by a child, usually the language of the student's home.

**HLS** - acronym for Home Language Survey

**I-94** – an Immigration and Naturalization Services (INS) form (wallet size card) which lists pertinent data about refugees and other immigrants.

**Interference** – the confusion caused when the language learner applies the systems of one language to another language.

**LEA** – local educational agency, school district, intermediate unit.

**Migrant** – a child whose parents cross school district boundaries for reasons of employment in agriculture or agriculture related businesses. In Pennsylvania, this is mainly employment in agriculture.

**Monolingual** – refers to knowledge and use of only one language. The majority of Americans are monolingual in English.

**Native Language** – the first language learned by a child, usually the language of the student’s home.

**Non-English Dominant** – a student whose primary language of communication is not English.

**PDE 3044 and Supplement** – School District Annual Report: Programs and Services for English Learners; Enrollment of Non-English Dominant Students – a form of student census. This form requests that districts list children whose native home language is other than English (formerly DEBE 1072 and Supplement).

**PDE 3045** – Intermediate Unit Annual Report – Programs and Services for English Learners – requires intermediate units to list the type of services they provide to EL students in the districts which they serve.

**PHLOTE**- Primary Home Language Other Than English

**Primary Language** – the first language learned by a child, usually is the language of the student’s home and most often used to express ideas and concepts.

**SEA** – State Educational Agency, Department of Education.

**Title VII ESEA** – Bilingual Education Act – a source of categorical funding for bilingual education programs. Funds are available to local educational agencies, state education agencies, and institutions of higher education. Some programs are available to nonprofit private organizations.

**TBE** – Transitional Bilingual Program – a program which serves a student with limited English proficiency (EL); provides for instruction in the student’s home language and English until the student is able to function effectively in classes conducted in English.

**WIDA** - This is the consortium that provides the assessments for both placement and language proficiency.

**WIDA ACCESS** - the annual state English development assessment administered to measure English language development (ELD).

**WIDA screener** - the state placement test administered to all Kindergarten students and newly enrolled students whose Home Language Survey identifies them as having a Primary Home Language Other Than English (PHLOTE).

## Identification and Assessment of PHLOTES

Upon entrance in the HPSD, all students will be given a Home Language Survey (HLS) to be completed by a parent or guardian at the time of registration (See **Appendix A: Home Language Survey**). The person responsible for registering students will also complete the Family Interview Form if the HLS indicates that a language other than English has been/or is present in the home. This person will distribute and collect the HLS during the enrollment process. When a family who speaks a language other than English enrolls, other resources will be utilized. Translators/interpreters will be arranged in each building to assist with the registration process when necessary. A full-time Spanish/English translator/interpreter is employed by the district to assist Spanish speaking enrollees.

Based on the HLS, if the answers to the three questions are any language other than English, the aforementioned individual will complete the Family Interview Form and forward a copy of the HLS and Family Interview Form to the LIEP teacher(s) in the district. The original HLS and Family Interview Form will be kept in the student's cumulative folder. An assessment (the Wida Screener) will be administered and scored by the district LIEP teacher.

According to the results of the assessment, the students will be identified within the six levels of proficiency: Entering, Beginning, Developing, Expanding, Bridging, and Reaching. The LIEP team, including the LIEP teacher and the building principal will place the student in the LIEP Program if he/she meets the district's LIEP entrance criteria. Additional information may be used to make the placement decision, including classroom observations. Following testing the parents/or guardians will receive a letter informing them whether their child is eligible for services.

Identification and assessment of PHLOTE students will be completed within two weeks of registration for first through twelfth grade students. Kindergarten students will be assessed and identified within two weeks of the start of the school year, or within two weeks of a late registration during the school year.

## **Communication with Parents**

The district will make every effort to inform parents of English learners of all school matters of which other parents are notified. District translators will translate written notices, and interpreters will be provided for parent conferences as needed. Additional building notices will be translated as required. Every attempt will be made to ensure that communication will be carried out in the home language.

The district employs a translator and interpreter. To request translation and interpretation services, principals should contact the office of the Assistant to the Superintendent at 637-9000 Ext. 216.

### **Available resources include:**

1. Mercedes Pughto, a district paid translator and interpreter. Ph# 717-637-9000 #250
2. The Lincoln Intermediate Unit # 12
3. International Service Center- 1-800-752-0093

### **Lincoln Intermediate Unit and Migrant Offices:**

Additional Information for Interpretation and Translation Service Options:

Lincoln Intermediate Unit 12 Migrant and ESL Programs provide interpretation and translations services by trained multilingual individuals. These services are available to contracting and non-contracting districts and other educational entities.

David M. Kopp

Migrant and ESL Programs

Lincoln Intermediate Unit No. 12

PO Box 70

New Oxford PA 17350

Ph# 717-624-6455

[dmkopp@iu12.org](mailto:dmkopp@iu12.org)

## **International Service Center:**

The International Service Center in Harrisburg is also available for interpretation and translation services. In the event of an emergency, the building principal may contact this service directly. All other requests must have the approval of the Assistant to the Superintendent.

## **Agency Names and Addresses:**

Gettysburg Migrant Office  
57 N. Fifth Street  
Gettysburg, PA 17325  
Ph# 334-0006

Franklin County Migrant Center  
437 Wolf Avenue #9  
Chambersburg, PA 17201  
Ph# 267-6034

Dauphin County Migrant Office  
246 South Progress Avenue  
Harrisburg, PA 17109  
Ph# 540-0714

International Service Center  
21 South River Street  
Harrisburg, PA 17101  
Ph# 236-9401  
[www.isc76.org](http://www.isc76.org)

York County Literacy Council  
2 Library Place  
Hanover, PA 17331  
Ph# 632-5183 #321

Hispanic American Center  
Attn: Mirna Wildasin  
23 W. Chestnut Street  
Hanover PA 17331  
Ph# 717-637-2125 #229

TransAct Compliance & Communication Center  
425-977-2100  
[www.transact.com](http://www.transact.com)

Orogol Associates, Inc.  
Translators & Interpreters  
PO Box 4301  
Harrisburg PA 1711  
1-717-801-1112  
[service@orogol.com](mailto:service@orogol.com)  
[www.OROGOL.com](http://www.OROGOL.com)

The district's translator maintains a list of families requiring translation services. When a staff member needs to contact a parent who does not speak English, that teacher, with sufficient notice, to assist in communicating with the parent, will contact the building principal who will contact the translator/interpreter or the office of the Assistant to the Superintendent.

## **Student and Parent Orientation Procedures**

The first few days and weeks are especially difficult for the newly arrived non-English speaking student. He/she must learn not only the English language, but also a whole complex cultural framework.

(Please reference: Appendix C, the teacher resource section titled “**Tips to Transitioning a Student into our School District**”)

## **Ongoing Assessment and Reclassification Criteria**

Assessment is ongoing throughout instruction. Assessment results are used to inform instruction as well as to determine current levels of language acquisition with students changing levels as needed. ELs must take the PSSA or Keystone at grade level unless a student is eligible for an exemption as determined by the Pennsylvania System of School Assessment guidelines in effect at the time of the assessment administration. The PSSA/Keystone is administered with the appropriate accommodations as needed and as determined by the LIEP and classroom teachers. ELs will have their answer sheet coded to indicate their LIEP status for the purpose of disaggregating the data.

### **WIDA Consortium: Performance Definitions for the Levels of English Language Proficiency in Grade K-12**

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none"> <li>● specialized or technical language reflective of the content areas at grade level</li> <li>● a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specific grade level</li> <li>● oral or written communication in English comparable to English-proficient peers</li> </ul>
5 Bridging	<ul style="list-style-type: none"> <li>● specialized or technical language of the content areas at grade level</li> <li>● a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>● oral or written language approaching comparability to that of English-proficient peers when presented with grade level material</li> </ul>
4 Expanding	<ul style="list-style-type: none"> <li>● specific and some technical language of the content area</li> <li>● a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>● oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support</li> </ul>
3 Developing	<ul style="list-style-type: none"> <li>● general and some specific language of the content area</li> <li>● expanded sentences in oral interaction or written paragraphs</li> <li>● oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</li> </ul>

<p>2 Beginning</p>	<ul style="list-style-type: none"> <li>● general language related to the content areas</li> <li>● phrases or short sentences</li> <li>● oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support</li> </ul>
<p>1 Entering</p>	<ul style="list-style-type: none"> <li>● pictorial or graphic representation of the language of the content areas</li> <li>● words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</li> <li>● oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support</li> </ul>

### **Reclassification Criteria**

ELs will be assessed each year utilizing a state initiated assessment to determine their progress in English Language Development and for reporting to the U.S. Department of education. Program reclassification from the Pennsylvania Language Instruction Educational Programs for English Learners take place annually between June and September. EL status of students for the current school year will be determined by September 30. Reclassification procedures are outlined below.

#### **Required Reclassification Criteria:**

1. Using the following system, the ACCESS for ELLs® and the language use inventory together produce a single score. If that score exceeds the state-defined threshold, then the student is eligible to be reclassified. Two language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. 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. students 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. Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified. 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 student 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
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<b>RUBRIC 1</b>	Low	Moderate	High	Low	Moderate	High
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
<b>RUBRIC 2</b>						
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/ Sentence	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 student should be reclassified.** However, if there is compelling evidence to suggest that a student 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 student has an IEP, AND
2. The student has been continuously enrolled in an LIEP for at least four years, AND
3. The student's overall composite proficiency level score on the ACCESS for ELLs® has not increased by more than 10% between any two years or total over the three most recent testing cycles, AND
4. The school has documented evidence\* that the student 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.

\* 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:

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

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

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

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

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 students' progress towards IEP goals that are relevant to developing English language proficiency
- Classroom observations of students' language use
- Language samples demonstrating listening, speaking, reading, and writing skills
- Student work samples or portfolios
- Teacher input on students' English language development progress
- Family input on students' language development and use at home
- Data related to how the student was initially identified as an EL
- Review of English learner services across the most recent four years to ensure the student has

received adequate English language development instruction and language support for content learning during that time

Evidence to consider if available:

- Assessments that evaluate students' 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 student received adequate ELD instruction and language supports commensurate with his/her ELP level for the most recent four years?
2. Is this student 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 student's ability to reach an overall composite proficiency level of 4.5 directly related to the student's disability?

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

### **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.

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.

## **Monitoring**

A student who has been reclassified from the LIEP program will be actively monitored for two full school years after reclassification and reported as FELs to the state for an additional two years (total of four years of monitoring status). The ESL teacher(s) will be responsible for monitoring the EL student. Student monitoring will occur formally at the end of each marking period or quarter and informally throughout the school year. Monitoring will consist of the following measures of student progress: grades, test scores, student performance, teacher observation, and progress in meeting the PA Academic Standards in reading, writing, and mathematics. If monitoring reveals continued limited English proficiency, non-remediated academic deficits, or other indications that the student was exited too soon, the LIEP teacher will meet with the regular education classroom teacher and/or other teachers to re-evaluate the student's needs. A plan of action will be formulated resulting in the student: a) remaining in the

mainstream classroom with additional adaptations and modifications, b) receiving additional academic support services, or c) returning to the LIEP program. Team recommendations and student results will be maintained in the student's cumulative file. Prior to entering the mainstream classroom, the ESL teacher will meet with the regular education teacher(s) to discuss the student's prior academic history and to establish proper expectations for the student. The ESL teacher will serve as a resource to the regular education teacher(s) on ways to adapt and modify material and instruction to accommodate the newly exited student. The ESL teacher will meet with the regular education teacher(s) at least once each marking period.

### **Program Evaluation**

At the end of each school year, the district will evaluate and revise the program as necessary.

### **Special Education**

The HPSD will not place any student in a special education program based on his/her limited English proficiency. The guidelines and timeframes for special education are the same for both EL and non-EL students in accordance with the Individuals with Disabilities Education Act (IDEA). The district will ensure that the identification for special education programs will not rely solely on measures of English language development.

Additionally, the tests will be administered in English and/or the student's native language, depending on the dominant language of the student.

### **Special Opportunity Programs**

EL students will receive equal access to all district special opportunity programs. These include, but are not limited to, Title I, gifted, and vocational programs. Furthermore, EL students will have equal opportunity to participate in all extracurricular and nonacademic activities that are available to other students. The district will ensure that the selection and/or application process for special opportunity programs will not rely solely on measures of English language development. The Hanover Public School District has a procedure process for the identification, placement, and provision of services for those students in need of gifted education. These include screening and evaluation/reevaluation, GIEP, support services, educational placement, procedural safeguards, and parental consent.

### **Educational Goals**

The educational goals of the Hanover Public School District are in keeping with those in Section 4.11 of Chapter 4 regulations. These goals encompass all subject areas and are deemed critical skills for students to have prior to graduation. Specific subject area goals have been and will continue to be developed to guide curriculum and assessment aligned to state and district standards.

### **Graduation Requirements**

To graduate, a student must successfully complete a total minimum of 26 credits. Every student in grades 9-11 must be enrolled in no fewer than 7 credits per year. Students in grade twelve must be enrolled in at least 4 credits during the academic year. Additionally, students in grade twelve must enroll in all courses necessary to meet graduation requirements. By Pennsylvania

School Board regulations, beginning with the class of 2017, public school students must demonstrate successful completion of secondary level coursework in Algebra I, Biology, and English Literature by passing the Keystone Exams.

<b>Subject Area</b>	<b>Credits</b>
English	4.0
Social Studies	3.0
Mathematics	3.0
Science	3.0
Health	1.0
Physical Education	2.0
Speech	.5
Family and Consumer Living	.5
*Electives	9.0
A fourth credit must be obtained in the area of Math, Science, or Social Studies	
	<b><i>26 Credits</i></b>

### **PSSA and Keystone Exams**

The Hanover Public School District will provide accommodations to English Learners as outlined in the Pennsylvania Department of Education annual document titled: PSSA and Keystone Exams: Accommodations Guidelines for English Language Learners (ELLs). Participation in Reading and Writing assessments are optional for students in the first year of enrollment in a United States school.

### **Plan for Additional Instructional Opportunities**

The district has designed various programs to assist students who are having difficulty achieving the academic standards including related based interventions and small groups instruction.

The Hanover Public School District will provide educational services to those students who are in need of Language Instruction Educational Programs. The LIEP will be provided with all necessary staff, resources, and program assessments to ensure student success.

## **ASSESSMENT AND EVALUATION GUIDELINES**

### **A. Student Assessment**

Some of the most critical decisions made by educators working with students today have to do with testing and test selection. Those decisions become even more critical when the students to be tested are English Learners and the tests are given in English. Appropriately, qualified LIEP school personnel should assist in the development of evaluation procedures, including the selection of assessment / evaluation instruments. These should include but not be limited to both initial screening of students, and the continuous and systematic evaluation of their academic, social, and emotional progress.

### **B. Student Records**

A system of accurate and relevant student records will be maintained. Hanover School District will provide evidence that the placement and instructional decisions made regarding EL students were based upon the interpretations / evaluation of data and information which took into consideration the background of the EL student and the purpose for which the information was gathered. This must include:

1. Results of preliminary language assessment (to include home language survey, dominance, and any native language skills testing).
2. Results of any other screening measures, parent interviews, observations, etc.
3. Results of achievement testing (in LIEP, subject matter or native language).
4. Conference reports relative to placement decisions
5. Originals of the teacher ACCESS report will be maintained along with the student's cumulative file at all times.

### **Staffing and Certification**

The district will ensure that ESL teachers will have received adequate training and will continue to receive updated training through in-service opportunities. Teachers who deliver ELD services will have received adequate training in ELD methodology and cultural awareness to deliver ELD services in accordance with accepted educational practice. Likewise, content will be delivered by qualified teachers who are adequately trained in the delivery of their subject matter to EL students in accordance with accepted educational practice.

The district will develop, implement, and review on an annual basis, a staffing plan designed to effectively carry out the district's LIEP plan. The plan will include but not be limited to the following:

- A. Correlation of the number of students anticipated to be eligible for LIEP program services in the upcoming year, and estimated enrollment thereafter; and,
- B. The student-to-teacher qualified ratio for alternative language program instruction, taking into consideration the expected levels of services needed, in accordance with accepted educational practice.

## **Professional Development**

High Quality professional development is provided to the classroom teachers, principals, administrators, and other personnel designed to:

- Improve instruction and assessment of ELs
- Enhance the ability of teachers to use curricula, assessment measures, and instructional strategies.
- Increase the student's English Language Development
- Be sufficient in intensity and duration to have positive and lasting impact on teacher classroom performance

### **Title III Federal Fund Utilization**

Title III funding is used by the Hanover Public School District to enhance existing LIEP programs. NCLB makes it clear that Title III funding is to be used to supplement, not supplant, existing programs. Title III funded enhancements may include, but are not limited to, after-school programs, tutorial programs, or additional supports funded by Title III. Title III funds may be used to do onsite professional development for LIEP classroom teachers and other staff members.

HANOVER PUBLIC SCHOOL DISTRICT  
Hanover, PA 17331

Job Description

**POSITION TITLE:** Teacher, Language Instruction Educational Programs (LIEP)

**QUALIFICATIONS:**

1. Possess a valid PA Instructional Certificate
2. Possess a valid PA ESL/ELD Program Specialist Certificate
3. Demonstrated organizational abilities, interpersonal relations and ability to maintain a firm and highly structured classroom environment

**REPORTS TO:** Building Principal

**JOB GOAL:** To provide Language Instruction Educational Programs to students.

**PERFORMANCE RESPONSIBILITIES:**

**I. LIEP Responsibilities**

1. Teach English Language Development to students
2. Test English Learners initially and periodically with approved evaluation instruments to determine level of second language acquisition
3. Assist building principal(s) and/or designee with student scheduling
4. Serve as a resource in the district for second language acquisition and multicultural education
5. Recommend instructional techniques, strategies and interventions to content area teachers who integrate ELs into their classrooms.
6. Assist in the review of IEP and related special education programming for students in ELD classrooms.
7. Refer program and student concerns to the Assistant Superintendent, Special Education Supervisor, appropriate building principal(s) and/or designee.

**II. General Program Responsibilities**

1. Assist in the enforcement of federal, state and local regulations
2. Follow policies and procedures outlined in the Policy and Procedure Manual
3. Participate in public relations activities and attend staff meetings, open houses, parents' night, workshops and conferences as required by the district administration.
4. Maintain confidentiality of student and program information as appropriate
5. Requisition equipment, supplies and other items needed to fulfill your job requirements and to maintain an effective program of excellence.
6. Assume any other responsibilities and duties as assigned by the Superintendent, Assistant Superintendent and/or building principal.

**TERMS OF EMPLOYMENT:**

ESL Teacher – Professional/Temporary Professional Contract as appropriate

Employee is subject to the duties and policies, employment practices, holiday schedules, fringe benefits and daily responsibilities that are determined by the Hanover Public School District.

**EVALUATION:**

Performance of this job will be evaluated by the Building Principal(s) in accordance with the provisions of the Hanover Public School District.

**Board Approved 10-12-2009**

**HANOVER PUBLIC SCHOOL DISTRICT**  
**Hanover, Pennsylvania 17331**

**ADA REQUIREMENTS**

**LIEP TEACHING POSITION**

**POSITION REQUIREMENTS:**

- Physical Demands:** Occasional travel to school district offices, classrooms, meetings outside school district  
Frequent walking through various buildings  
Often sitting at desk for extended periods of time  
Standing for extended periods of time  
Light lifting only up to 25 pounds  
Some carrying – up to 25 pounds  
Manual dexterity to use office/classroom equipment  
Repetitive movement of fingers and hands for keyboarding
- Sensory Abilities:** Visual acuity to read instructional materials, student work, computer screen  
Auditory acuity to be able to appropriately deliver instruction to student in a classroom setting and conduct parent meetings/conferences  
Ability to speak clearly and distinctly
- Work Environment:** Generally, classroom setting
- Temperament:** Ability to work as a member of the instructional team  
Must be courteous and able to effectively manage students  
Must be cooperative, congenial and service-oriented, and promote these qualities in the classroom  
Ability to work in an environment with frequent disruptions
- Cognitive Ability:** Ability to follow written and verbal directions and provide same to students  
Ability to create and delegate assignments  
Ability to read, write and do complex computations  
Ability to use correct grammar, sentence structure and spelling  
Ability to compose clear, concise sentences and paragraphs  
Ability to organize the classroom setting to efficiently accomplish instruction  
Ability to exercise good judgment  
Ability to communicate effectively at all organizational levels
- Specific Skills:** Ability to operate classroom equipment  
Ability to use computers and technology efficiently  
Must appropriately handle confidential information
- License:** Valid PA Instructional Certificate  
Valid PA ESL Program Specialist Certificate

The position specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

**Board Approved 10-12-20**



# Appendix A

## Teacher Resource

# Hanover Public School District

## FACILITATING LANGUAGE ACQUISITION IN THE CLASSROOM

1. Create an environment that facilitates language learning.
  - Actively engage students in challenging learning activities.
  - Use interactive activities so EL talk with their peers and use academic English.
  - Use concrete, hands-on activities before more abstract activities.
  - Create an atmosphere in which EL feel safe in taking risks with both English and content.
  
2. Adjust teacher talk to increase comprehensibility.
  - Face the students.
  - Pause frequently.
  - Paraphrase often.
  - Clearly indicate the most important ideas and vocabulary through intonation or writing on the blackboard.
  - Avoid “asides”.
  - Avoid or clarify pronouns.
  - Use shorter sentences.
  - Use subject-verb-object word order.
  - Increase wait time for students to answer.
  - Focus on the student’s meaning, not grammar.
  - Avoid interpreting on a regular basis.
  
3. Support or scaffold EL language development.
  - Ask questions in simplified language.
  - Establish a pattern in the questions.
  - Ask for elaboration, “Tell me more about...”.
  - Be a good listener (eye contact, non-verbal support, plenty of time).
  - Provide encouragement to continue “Uh-huh. Really? What happened then?”.
  - Provide difficult words.
  - Ask for clarification, “I’m not sure I understand. Can you say it again?”.
  - Paraphrase what the student said.
  - Interaction is high.

Enriching Content Classes for Secondary ESOL Students (National Edition). Study Guide  
Section 2: Language Learning in School, p. 37

# Hanover Public School District

## Tips to transitioning a student into our school district

1. Educate yourself about the EL and his/her cultural background, the pronunciation of the student's name and how the student would like to be addressed; do not Anglicize the name. Find out pertinent personal data. Be sensitive about student behavior or responses that and provide guidance.
2. Welcome new arrivals warmly. Be friendly and empathetic to their needs. You will influence the attitude of the entire class. If you regard the coming of the student from an unfamiliar background as an enriching experience from which everyone can learn, it will be just that.
3. Inform classmates of the needs and problems that EL face. Ask them to suggest ways that can help make it easier for their newly arrived classmate to learn English and to become oriented to a new environment.
4. Take the student for a tour of the school. Introduce him/her to school personnel. Acquaint him/her with the location of the office, lunchroom, library, gym, restrooms, lockers, etc. Encourage him/her to learn titles and functions of staff members and the names of the rooms.
5. Teach essential courtesy and survival phrases. Determine your most frequently used commands and phrases. Try to use those expressions exclusively during the first few weeks. Expand your vocabulary for classroom items and directions gradually, (e.g. Use "chalkboard" initially; vary with "blackboard" and "board" later.)
6. Use the LIEP staff as a resource for additional information and to insure effective communication with the students and his/her parents.
7. Assign a peer buddy to the new student to serve as a guide around school and a model for correct English usage.

Cultural differences often cause interference, interruption, and misunderstanding in American classrooms. Because cultural behaviors are usually taken for granted by all humans, cultural differences may not be noticed until trouble erupts. The process of understanding involves four steps:

1. Understand the nature of the culture and its implication in the classroom.
2. Gain all the facts about the culture of all ethnic groups represented in the classroom.
3. Learn to be a good observer of cultural patterns.
4. Provide cultural differences in planning and conducting instruction.

Examples of various behaviors that may be present due to cultural differences:

1. Some students may refuse to eat with their peers because they are not accustomed to eating with anyone but members of their own family.
2. Some students will avoid direct eye contact with their teachers since in their culture the act of looking people directly in the eye may have a meaning other than an acknowledgment of listening.
3. Some students tend to smile even when they are in disagreement with whatever is being communicated to them or when they are being reprimanded, since in their culture a smile is a gesture of respect that children are obliged to show their superiors.
4. Some students refuse, for cultural reasons, to participate in activities that require physical contact.
5. Some students will not answer unless they know the correct answer. An incorrect answer, a guess, means, “losing face.”

Source: English as a Second Language/ Dialect Resource Book for K-12, Province of British Ministry of Education.

This BEC can be found at the following link:

<https://www.education.pa.gov/Policy-Funding/BECS/PACode/Pages/EducatingELs.aspx>

# Appendix B

## Educating English Learners (ELs)

**22 Pa. Code §4.26**

**Date of Issue:** July 1, 2001

**Date of Review:** July 1, 2017

### Purpose

The purpose of this circular is to provide local education agencies (LEAs) with the requirements and interpretations of the legal mandates governing the education of students who are English learners (ELs). The information included should be used in designing, staffing, and evaluating effective programs for ELs. These mandates and interpretations are based on the Pennsylvania Regulations, Chapters 4

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; and on federal law, including Title VI of the Civil Rights Act

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, the Equal Educational Opportunity Act

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(EEOA), the Elementary and Secondary Education Act

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(ESEA) as amended by the Every Student

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Succeeds

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Act (ESSA), and regulations and case law under those statutes. Citations to these sources are found at the end of this circular.

## **Overview**

State regulation, 22 Pa. Code § 4.26

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, declares:

*Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student'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 students' language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) Framework for ELs as well as the Pennsylvania academic standards.

Key components of the program that an LEA must provide to every EL are addressed below. In addition, this BEC also sets out the PDE's interpretation of legal requirements on related issues.

## **Definition of English Language Development (ELD)**

ELD is a required component of all language instruction educational programs (LIEPs). ELD takes place daily throughout the day for ELs and is

delivered by both ESL teachers and non-ESL teachers.

### **ELD delivered by ESL teachers**

English language development instruction, otherwise known as English as a second language, delivered by a licensed ESL teacher is its own content area. ELD in this context is driven by language, but it draws from general education content as a vehicle for instruction in order to contextualize language learning. It must be codified in a dedicated and planned curriculum specifically designed to develop the English language proficiency of ELs so that they are able to use English in social and academic settings and access challenging academic standards. ELD instruction provides systematic, explicit, and sustained language instruction designed to prepare students for the general academic program by focusing, in meaningful and contextualized circumstances, on the academic language structures that underpin social and academic constructs. It can be taught as a stand-alone class or course but may also be embedded within other courses with the direct support of an ESL program specialist as appropriate based on the program design and needs of the students.

### **ELD delivered by non-ESL teachers**

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

## **Identification and Placement of ELs**

### **Screening, identification, and placement**

Local education agencies (LEAs) are required to identify ELs at the time of enrollment, notify parents of the identification and programming options, and appropriately place the ELs into a language instruction educational program (LIEP). This requirement extends to pre-K students in public LEA-funded programs. This process must be completed within the first 30 days of school or within 14 days of enrollment if a student enrolls after the first day of school.

The specific requirements for carrying out this process for pre-K through 12th grade students are outlined in the "[Screening, Identification, and Placement](#)" document.

General enrollment procedures to which LEAs must adhere are contained in the Enrollment of Students BEC located on the Department's [Basic Education Circular website](#).

Parent permission to identify students as ELs, including screening for English language proficiency, is NOT required.

LEAs are required to notify parents in a timely manner of the process for identifying their children as ELs, the results of that process, and the recommended program placement. LEAs must also provide the parents with a detailed description of the LIEP, its intended benefits for their children, and an explanation of its effectiveness.

See the Communication With Parents section of this document for more information regarding parent notification requirements and the manner in which LEAs are required to communicate with parents.

### **Parent right to refuse specialized programming**

Parents of ELs have the right to refuse certain separate, specialized programs and services that may be part of the LIEP for their children. A parent's decision to refuse programs or services must be informed and voluntary. The LEA may NOT influence the decision in any way and may not make any program or placement decisions contingent on this decision.

Placement and programming decisions may not be made without notifying parents and allowing them to exercise their right to refuse part or all of the separate, specialized LIEP. LEAs should proceed with the recommended placement in the absence of a response from the parent after they have provided the parent with all of the information outlined above.

A detailed description of the parent refusal policy including all LEA obligations for students whose parents have refused services is contained in the "[Parent Refusal of LIEP Programs and Services](#)" guidance document.

See the [USED FAQ page](#)

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for the federal guidance regarding parental refusal of services.

## **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.

### **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 student's daily instructional time.

A LEA 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 LEA 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, LEAs may reference the "[Classifying Language Instruction Educational Programs](#)" guidance document.

### **ELD Replacement for English Language Arts**

In general, ELD instruction taught by an ESL licensed teacher should not replace ELA instruction in a student'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 student's non-EL peers are enrolled.

ELD may not replace any other core content in a student's academic program unless it is for a limited time not to exceed one school year and the LEA has a plan for immediately mitigating any academic gaps that result (e.g. in the case of a newcomer program).

### **Appropriate resourcing of the LIEP**

LEAs are required to provide adequate resources calculated to effectively implement the LIEP chosen. A LEA is not taking appropriate action to remedy language barriers in accordance with federal and state laws and regulations if, despite the adoption of a promising or recognized LIEP, it fails to follow through with practices, resources and personnel necessary to implement the program or transform the theory into reality.

Appropriate resourcing of the program includes, but is not limited to:

- Employing an adequate number of properly licensed ESL teachers to ensure that English language development (ELD) instruction is delivered to ELs based on their needs. (see the EDUCATORS OF ELs section of this document for more information)
- Ensuring that there is a sufficient amount of time available for ESL teachers to collaborate with content teachers in order to ensure that content is made accessible to ELs and to monitor the progress of ELs in content classes.
- Purchasing and maintaining specialized materials to support ELs (native language literature, translations dictionaries, reference materials, etc.).
- Ensuring that the LIEP is provided with the same resources as other academic programs in the district/school (comparable technology, classroom spaces, consumables, a planned ELD curriculum, etc.).
- Providing for adequate professional development to ensure that all staff working with ELs are properly trained according to their role to implement supports that overcome language barriers.

### **Evaluating the effectiveness of the LIEP**

The LEA is not free to persist in an LIEP which, although it may have been "appropriate" when adopted, in the sense that there were sound expectations for success and bona fide efforts to make the program work, has, in practice, proved ineffective. To this end, LEAs must employ a method to evaluate their LIEPs for effectiveness and make any changes necessary based on the evaluation.

Evaluations of LIEPs must be conducted at least annually and the results documented and reported to the state through the English Learner Reporting System (ELRS). Determinations to make changes to an LIEP based on program evaluations may be made annually, although a LEA may allow more time for a program to produce positive results before taking action as long as that time is reasonable based on the program design and expected outcomes.

Evaluations must be based on student outcomes rather than program inputs. For example, a program evaluation may not be based on the number of hours that teachers collaborate each week, the amount of funds spent on resources, or the implementation of a particular intervention or support. A program evaluation should include evidence of student growth toward proficiency in English and academic achievement.

### **Implementation of the English Language Development Standards**

The Pennsylvania English Language Development Standards (PA ELDS) Framework must be utilized for planning instruction and assessment by all teachers of ELs. It is highly recommended that teachers also utilize the [WIDA English Language Development Standards](#)

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(ELDS) and associated support documents (Can-Do Descriptors, Performance Definitions, rubrics, etc.) in conjunction with the PA ELDS Framework for these purposes.

### **Grading of ELs**

LEAs should have a section included in their local grading policy that specifically addresses grading procedures for ELs.

LEAs must utilize the same grading system for ELs in content courses as they do for all students (e.g. pass/fail is inappropriate for ELs if other students receive a letter grade).

For ELD courses or instructional periods taught by a licensed ESL teacher in an all-EL setting, any grading system that meaningfully conveys information about progress and/or achievement may be used.

In addition to the information that is provided to all students, LEAs must

communicate information related to English language proficiency and/or progress to parents at least annually.

### **Report Cards/Progress Reports**

LEAs may utilize the report card/progress report to communicate English language development information to parents of ELs or they may utilize a separate communication mechanism. If a LEA chooses to include English language development information on the report card, then it must ensure that the information provided is understandable and useful to engage parents in the education of their children.

### **High School Transcripts**

The English learner designation and/or English language development information must not appear on an EL's high school transcript unless it is part of a course title or code.

### **Retention of ELs**

An EL may not be retained in a grade based solely on his/her lack of English proficiency.

LEAs must provide evidence that all appropriate modifications and accommodations to instruction and assessment aligned to the student's English language proficiency to allow the EL meaningful access to the general curriculum as well as to promote second language learning were implemented and documented over time prior to considering grade retention.

### **Area Vocational-Technical Schools (AVTSs)/ Career and Technical Centers (CTCs)**

ELs may not be denied access to participate in programs at AVTSs/CTCs based solely on English language proficiency.

ELs participating in vocational programs must receive ELD instruction appropriate to their level of proficiency and content-area instruction must be aligned to the student's English language proficiency level.

Comprehensive AVTS/ CTC schools are responsible for providing the LIEP and staffing for ELs as outlined in this document.

### **Annual assessment of ELs**

The annual state English language proficiency (ELP) assessment, ACCESS for ELLs®, is required by federal law. The results of the state ELP assessment are used to measure students' English language proficiency and progress in each of the four language domains (i.e., reading, writing, speaking and listening/understanding). The LEA must maintain these score results in the

student's permanent record folder.

There is no provision that allows parents to opt their children out of annual ELP testing.

ELs participate in all other annual state-required assessments (e.g. PSSA, Keystone exams) according to those testing guidelines.

### **Testing Accommodations**

The testing accommodations allowable for ELs on state academic achievement assessments are published annually by PDE. Testing accommodations allowable for ELs on the ACCESS for ELLs® are published annually by the WIDA Consortium.

Visit the [PDE Assessment and Accountability webpage](#) for information on testing and testing accommodations.

Visit the [WIDA Assessment webpage](#)

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for information on testing and testing accommodations for the ACCESS for ELLs®.

### **Reclassification, Monitoring, and Redesignation of ELs**

LEAs must include in their LIEP uniform procedures in accordance with state requirements for:

- reclassifying ELs as former ELs (FELs) when they attain proficiency,
- actively monitoring the progress of FELs for a period of two years after reclassification and reporting students to the state in a monitor status for an additional two years, and
- re-designating FELs as active ELs if they struggle academically as a result of persistent language barriers. This procedure must include steps to ensure that the nature of the challenge for the former EL is language-based and not academic.

For detailed requirements and procedures, see the "[Reclassification, Monitoring, and Re- designation of ELs](#)" guidance document.

## **Educators of ELs**

### **Qualifications**

A teacher who provides specialized English language development instruction (also known as English as a second language) and who provides a grade for the ELD instruction either in a content class setting or a separate setting must hold a PA Instructional I or II certificate AND the ESL Program Specialist Certificate.

Any teacher who provides instruction and a grade for any non-ELD course or class must be appropriately certified in accordance with Department requirements. More information regarding certification staffing policies can be found in the [Certification and Staffing Policy Guidelines](#) (CSPGs) located on the Department website.

Example: a teacher who holds an instructional certificate in English Language Arts (ELA) and an ESL Program Specialist Certificate may provide either ELD/ESL or ELA instruction to, and a grade for, an EL, but may not provide instruction in, or a grade for, any other subject. That teacher may, however, provide support or instruction in the language of another content area (e.g. mathematics, social studies, science, etc.), but may not provide a grade for that content. Furthermore, the language instruction may not supplant that content in the student's schedule.

### **Professional Development**

All LEAs in which ELs are enrolled must offer annual professional development related to ELD/ESL for all LEA personnel as part of the Professional Development Act 48 Plan.

## **Parent, Family and Community Engagement**

### **Communication with Parents**

LEAs are required to provide all important information to parents who are not proficient in English in a language or mode of communication that they understand. If it is not practicable for the LEA to provide a written translation because the parents' language is not a common language, then the LEA may use a cover page explaining in the parents' language how they may have the document translated orally.

To provide parents with effective communication, interpreters or 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 or interpreters understand the ethics of interpreting and translating and the need for confidentiality.

Relying on students, siblings, or friends is not appropriate for translations that require confidentiality (e.g. parent-teacher conferences, discipline, participation in special services, etc.). Moreover, translators and interpreters

should also be competent in interpreting or translating information or documents that require the knowledge of specialized terms or concepts in both languages.

See 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](#)

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[Schools and School Districts that Communicate with Them](#)

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, for more information.

The following list identifies 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 LIEP as outlined in this document
- information explaining their right to refuse enrollment of their child in the LIEP (see Parental Right to Refuse Specialized Programming section)
- a description of the criteria for reclassification and an expected timeline for achieving proficiency
- notices required by [special education laws and regulations](#)
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- 
- grievance procedures and notices of non-discrimination
- student discipline policies and procedures
- report cards and progress reports
- notices of parent-teacher conferences

- information regarding gifted and talented programs
- results of the annual English proficiency assessment, ACCESS for ELLs®
- requests for parent permission for student participation in school activities
- other information provided to native English-speaking parents such as invitations to join school-related councils or groups or parent handbooks

The PDE offers some resources for LEAs related to translation of information. For more information, visit the [PDE English as a Second Language webpage](#).

### **Annual notification requirements**

Parents of currently enrolled ELs must be provided with the following information within 30 days of the start of each school year:

- A notification of their child's continued participation in the LIEP
- A description of the LIEP including its intended benefits for their children and an explanation of its effectiveness
- A notification of their right to refuse services as outlined in this document
- A description of any Title III supplemental services being offered by the LEA (if applicable)
- A notification of their right to refuse Title III supplemental services (if applicable)

### **Required outreach activities**

LEAs are required to implement an effective means of outreach to parents of ELs to inform the parents regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency and succeed academically. This includes holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of ELs.

### **ELs Suspected of or Having a Disability**

Some ELs may have a disability and qualify for special education services. This could be determined at the time of enrollment if a student arrives with a valid individualized education program (IEP) or 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](#)

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(IDEA) and [PA Chapter 14](#)

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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, students 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](#)" guidance document.

## **Title III Subgrants and Requirements**

Title III funding may be used by LEAs to enhance existing ESL/Bilingual programs. It may be used only to supplement, not supplant, existing programs and sources of funding.

Parents may refuse Title III services that support an LEA 's ESL/Bilingual education program. Parents may also request reenrollment of their children in Title III services at any time after initially refusing.

Written parent notification for student placement in Title III programs/services is required along with written guidance pertaining to parental rights, including the right to have the child immediately removed from or decline enrollment in such programs.

More information, including specific requirements and guidance about Title III can be found at:

[The PDE Federal Programs for Title III](#)

[The U.S. Department of Education Laws and Regulations](#)

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## **Eligibility for a subgrant under Title III**

Individual LEAs that enroll a sufficient number of ELs to reach the minimum subgrant threshold of \$10,000 are eligible to apply for a subgrant under Title III. LEAs that do not enroll a sufficient number of ELs to reach this threshold can form or join a consortium of LEAs to reach the threshold. Consortia can be composed of many LEAs with one LEA acting as the fiscal lead. Intermediate Units (IUs) can also act as fiscal leads for Title III consortia.

The [Federal Programs Office](#) at the PDE notifies all eligible entities in the Commonwealth each year of their eligibility and the process for applying to receive a grant under Title III.

## **Applying for a subgrant**

To apply for Title III Funding, LEAs must complete the Consolidated Application on the [eGrants](#) system according to the due dates established by the Department.

## **Title III required and recommended activities**

There are three required activities for the use of Title III funds:

1. Provide a high-quality LIEP
2. Provide professional development to teachers, administrators, and other school-based personnel who work with ELs
3. provide and implement other effective activities and strategies that enhance or supplement LIEPs, which must include parent, family, and community engagement activities, and may include strategies that serve to coordinate and align related programs

There are also a number of permissible activities for the use of Title III funds that include, but are not limited to:

- providing community participation programs, family literacy services, and parent outreach and training to ELs and their families,
- improving the instruction of ELs, which may include English learners with disabilities, by acquiring or developing educational technology and accessing electronic networks,
- uses related to developing or implementing LIEPs in preschools that are coordinated with other relevant programs and services, or
- offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education

## **Immigrant subgrants**

Title III provides additional supplemental funding for LEAs that experience a significant increase in the number of immigrant children and youth (ICY).

The term "immigrant children and youth" means individuals who

1. are aged 3 through 21;
2. were not born in any State; and
3. have not been attending one or more schools in any one or more States for more than 3 full academic years.

NOTE: Students from Puerto Rico are not considered "immigrants" under Title III.

Pennsylvania defines a "significant increase" as an increase of 10% and at least 20 students from the average of the past 2 years.

Immigrant grant funding must be held separately from other Title III funding. The two must not be comingled.

An LEA must use the immigrant subgrant to provide enhanced instructional opportunities for immigrant children and youth (ESEA Section 3115(e)).

## **Data Collection and Reporting Requirements**

LEAs are required to collect certain data elements related to ELs and report that data to the PDE. Each LEA employs its own student data system, but the system must be able to export the data and report it to the Department based on uniform Department requirements and timelines.

LEAs are required to complete the Pennsylvania Information Management System (PIMS) and the English Learner Reporting System (ELRS) annually. PIMS and the ELRS provide data and information on student numbers, teachers, 22 Pa. Code §4.26 compliance, and Title III.

For more information about PIMS, see the PDE [PIMS webpage](#).

For more information about the ELRS, see the information contained on the [ESL Portal](#)

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## **References**

### **State Regulation**

22 Pa. Code §4.4

22 Pa. Code § 11.11

22 Pa. Code § 11.12

22 Pa. Code §4.26

[22 Pa. Code §4.14](#)

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## **Federal Statutes**

[Civil Rights Act of 1964, Title VI](#)

[Opens In A New Window](#)

[Equal Educational Opportunities Act of 1974](#)

[Opens In A New Window](#)

[The Elementary and Secondary Education Act \(ESEA\)](#)

[Opens In A New Window](#)

[The Every Student Succeeds Act \(ESSA\)](#)

[Opens In A New Window](#)

## **Other**

[Castañeda v. Pickard, 648 F.2d 989 \(1981\)](#)

[Opens In A New Window](#)

[Lau v Nichols, 414 U.S. 563 \(1974\)](#)

[Opens In A New Window](#)

[Plyler v Doe, 457 U.S. 202 \(1982\)](#)

[Opens In A New Window](#)

[Certification and Staffing Policies and Guidelines \(CSPG\) No. 68](#)

## **Bureau/Office Contact**

Bob Measel | ESL Bilingual Education Advisor II

Division of Instructional Quality  
Department of Education | Bureau of Curriculum, Assessment, and  
Instruction  
333 Market Street | Harrisburg PA 17126-0333  
Phone: 717.783.6595 | Fax: 717.783.6642  
romeasel@pa.gov

Eugenia Krimmel, Ed.D. | ESL / Bilingual Education Advisor I  
Pennsylvania Department of Education  
Bureau of Curriculum, Assessment and Instruction | Division of Instructional  
Quality  
333 Market Street 3rd Floor | Harrisburg, PA 17126  
Phone: 717.787.5482 | Fax: 717.783.3946  
ekrimmel@pa.gov

# Appendix C

## Home Language Survey Documents



## HANOVER PUBLIC SCHOOL DISTRICT

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Dr. John Scola  
Superintendent

**403 Moul Avenue · Hanover, PA 17331**

Telephone (717) 637-9000

[www.hpsd.k12.pa.us](http://www.hpsd.k12.pa.us)

Dr. Susan Seiple  
Assistant to the  
Superintendent

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August

Dear Parents:

The Civil Rights Act of 1964 Title VI, Language Minority Compliance Procedures, requires that school districts identify students with limited English proficiency and provide them with appropriate instructional services. The state of Pennsylvania and the Hanover Public School District will utilize a Home Language Survey as the first method of identifying English Learners.

Please complete the Home Language Survey on the reverse side of this letter and return the completed survey to your child's building principal by \_\_\_\_\_ . A Home Language Survey must be completed for each child in your family and a copy placed in your child's cumulative school folder.

Thank you,

Dr. John Scola  
Superintendent



## HANOVER PUBLIC SCHOOL DISTRICT

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Dr. John Scola  
Superintendent

403 Moul Avenue · Hanover, PA 17331  
Telephone (717) 637-9000  
[www.hpsd.k12.pa.us](http://www.hpsd.k12.pa.us)

Dr. Susan Seiple  
Assistant to the  
Superintendent

Agosto,

Estimados Padres:

El Acta de los derechos Civiles de 1964, con Titulo VI, Procedimientos de Conformidad de Lenguaje de las Minorías requiere que el distrito escolar identifique los estudiantes que tengan conocimientos limitados de Ingles y proveerles con las instrucciones y servicios apropiados. El estado de Pennsylvania y Hanover Public School District utilizará una encuesta de idioma, como el primer método para identificar a los estudiantes que necesiten aprender el idioma Ingles.

Por favor complete la encuesta de lenguaje que esta en la parte de atrás de esta carta y regrésela al director/a de la escuela de su hijo/a el día \_\_\_\_\_. Usted tiene que completar una encuesta por cada hijo/a en su familia, se pondrá una copia en el fólder acumulativo de la escuela de su hijo/a

Gracias,

Dr. John Scola  
Superintendente

# HANOVER PUBLIC SCHOOL DISTRICT

Hanover, Pennsylvania 17331

## HOME LANGUAGE SURVEY

The Office of Civil Rights (OCR) requires that school districts identify limited English proficient (EL) students in order to provide appropriate language instructional programs for them. Pennsylvania has selected the Home Language Survey as the method for the identification.

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Building:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Please respond to the following questions:**

1. **What is/was the student's first language?** \_\_\_\_\_

2. **Does this student speak a language(s) other than English? (Do not include languages learned in school.)**

**Yes**

**No**

**If yes, please specify the language(s):** \_\_\_\_\_

3. **What language(s) is/are spoken in your home?** \_\_\_\_\_

4. **Has the student attended any United States school in any 3 years during his/her lifetime?**

a. **Yes**

b. **No**

**Name of School**

**State**

**Dates Attended**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Person completing this form (if other than parent/guardian):** \_\_\_\_\_

**Parent/Guardian Signature** \_\_\_\_\_

The school district has the responsibility under federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, the school district has the right to ask for the information it needs to identify English Language Learners (ELs). As part of the responsibility to locate and identify ELs, the school district may conduct screenings or ask for related information about students who are already enrolled in the school as well as from students who enroll in the school district in the future.

# HANOVER PUBLIC SCHOOL DISTRICT

Hanover, Pennsylvania 17331

## Encuesta de Lenguaje

La oficina de los Derechos Civiles (OCR) requiere que todos los distritos escolares identifiquen los estudiantes con ingles limita, para poder proveerlos con las instrucciones y programas apropiados. El estado de Pennsylvania ha seleccionado esta encuesta de lenguaje como el método para identificar estos estudiante.

Nombre del estudiante: \_\_\_\_\_ Fecha: \_\_\_\_\_

Escuela: \_\_\_\_\_ Fecha: \_\_\_\_\_

Por favor responda las siguientes preguntas:

1. **Cuál es/fue el primer idioma que hablo este estudiante?**

\_\_\_\_\_

2. **Habla este estudiante otro idioma a parte del Inglés? (No incluya el idioma que esta aprendiendo en la escuela.)**

- Si
- No

Si respondió que si, especifique: \_\_\_\_\_

3. **Que idioma (s) hablan en el hogar?** \_\_\_\_\_

4. **Ha estado este estudiante anteriormente en alguna escuela en los Estados Unidos durante 3 años?**

- c. Si
- d. No

Escuela	Estado	Fechas
_____	_____	_____
_____	_____	_____
_____	_____	_____

Persona que lleno esta forma (si es diferente que el padre): \_\_\_\_\_

Firma del Padre/Guardian \_\_\_\_\_

El distrito escolar tiene la responsabilidad de servir a los estudiantes que tengan conocimientos limitados de Ingles y necesiten instrucciones especiales. Con esta responsabilidad, el distrito escolar tiene el derecho de preguntar por la información necesaria para identificar a estos estudiantes (EL). Como parte de esta responsabilidad de localizar e identificar a estos estudiantes, el distrito escolar posiblemente le haga algunos exámenes a los estudiantes que están registrados en la escuela o que serán registrados en el futuro.

# **Appendix D**

## **EL Parent/Student Information Documents**



# HANOVER PUBLIC SCHOOL DISTRICT

403 Moul Avenue · Hanover, PA 17331

Telephone (717) 637-9000

www.hpsd.k12.pa.us

Dr. John Scola  
Superintendent

Dr. Susan Seiple  
Assistant to the  
Superintendent

## Parent Notification

To the parents of: \_\_\_\_\_

The school provides English language instruction for students whose dominant language is not English. This instruction supports the regular classroom work given during school. Your child has been selected to participate in our district's Language Instruction Educational Program (LIEP). \_\_\_\_\_ teaches English Language Development (ELD) instruction at \_\_\_\_\_.

Your child's selection to participate was primarily determined by performance on a test of English language proficiency. This test is called the ACCESS. ELD class offers a curriculum of activities designed to teach students the listening, speaking, reading, and writing skills in English that are necessary for success in school. This extra support has shown to increase English proficiency and academic achievement. Most English learners in the Hanover Public School District remain in the program for up to 3 years.

An explanation of how the LIEP meets the needs of students with an Individualized Education Program will be discussed at the annual IEP meeting.

The teacher and principal feel that your child will benefit from this service and have scheduled this extra help. Your child will

- \_\_\_\_\_ be pulled out of the classroom for small group work with the ESL teacher.
- \_\_\_\_\_ receive services from their ESL teacher in the regular education classroom.
- \_\_\_\_\_ receive services for 43 minutes per day.

In order for a student to exit the LIEP program the student must receive a minimum score of 10.5. Combined scores are from the:

- **ACCESS 2.0**
- **Language Use Inventory**

If you have any questions about our program or wish to opt out of this program, please call the school at 717-637-9000 (Spanish interpreter available at 717 479-1652).

Sincerely,

ESL Instructor



Notification

# HANOVER PUBLIC SCHOOL DISTRICT

403 Moul Avenue · Hanover, PA 17331

Telephone (717) 637-9000

www.hpsd.k12.pa.us

Dr. John Scola  
Superintendent

Dr. Susan Seiple  
Assistant to the  
Superintendent

Fecha

Para los padres de: \_\_\_\_\_

La escuela proporciona instrucción en inglés para estudiantes cuyo idioma dominante no es el inglés. Esta instrucción apoya el trabajo de clase regular que se imparte durante la escuela. Su hijo ha sido seleccionado para participar en el Programa Educativo de Instrucción Lingüística (LIEP) de nuestro distrito. \_\_\_\_\_ enseña instrucción de desarrollo del Idioma Inglés (ELD) en \_\_\_\_\_.

La selección para que su hijo/a participe estuvo determinada principalmente por el rendimiento en una prueba de dominio del idioma inglés. Esta prueba se llama ACCESS. La clase de ELD ofrece un plan de estudios de actividades diseñadas para enseñar a los estudiantes las habilidades de escuchar, hablar, leer y escribir en inglés que son necesarias para tener éxito en la escuela. Este apoyo adicional ha demostrado aumentar el dominio del inglés y el rendimiento académico. La mayoría de los estudiantes de inglés en Hanover Public School District permanecen en el programa hasta por 3 años.

Una explicación de cómo el LIEP satisface las necesidades de los estudiantes con un Programa de Educación Individualizado se discutirá en la reunión anual del IEP.

El maestro y el director creen que su hijo se beneficiará de este servicio y han programado esta ayuda adicional. A su hijo/a

\_\_\_\_\_ Lo sacaran de la aula para trabajar en grupos pequeños con el maestro de ESL.

\_\_\_\_\_ Recibe servicios de su maestro de ESL en el aula de educación regular.

\_\_\_\_\_ Recibe servicios por \_\_\_\_ minutos por día.

Para que un estudiante salga del programa LIEP, el estudiante debe recibir un puntaje mínimo de 10.5. Los puntajes combinados de:

- **ACCESS 2.0**
- **Language Use Inventory**

Si tiene alguna pregunta sobre nuestro programa o desea optar por no participar en este programa, llame a la escuela al 717-637-9000 (intérprete disponible en español 717 479-1652).  
Atentamente,

# HANOVER PUBLIC SCHOOL DISTRICT

## Family/student Interview form

To be completed if there is a language other than English on the Home Language Survey

Conducted by **district-trained enrollment personnel - not to be completed by the parent/guardian or the student**

Interviewed by: \_\_\_\_\_ PASID: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Name of Student: \_\_\_\_\_  
 Student's Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_  
 Gender: \_\_\_ Male \_\_\_ Female  
 Student's Birth Country: \_\_\_\_\_  
 Country in which student was raised: \_\_\_\_\_  
 Student's first Language: \_\_\_\_\_  
 Student's Date of Entry to U.S. (if born in the U.S., then same as DOB): \_\_\_\_\_  
 Parent Country of Origin: \_\_\_\_\_  
 Parents' Primary Country of Education: \_\_\_\_\_  
 Parents' first language: \_\_\_\_\_

**Complete the following table for the student. Indicate if the student 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 student a Native Alaskan, Native American, or Native Hawaiian?

- YES                       NO

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

- YES                       NO

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

- Never                       Occasionally                       Often  
 100% or near 100% of the time

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

- Always                       Occasionally                       Never

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

- Never                       Occasionally                       Often

d. Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?

- Never                       Occasionally                       Often

e. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?

- Never                       Occasionally                       Often

**Complete this section if the student has limited or interrupted education**

1- What do you do when you are not in school

2- How was the school day...

All day \_\_\_\_\_ ½ day \_\_\_\_\_ Has: transportation \_\_\_\_\_ Food \_\_\_\_\_

3- What was your favorite subject \_\_\_\_\_

4 - Can you read in your first language \_\_\_\_\_

5- Can you write in your first Language \_\_\_\_\_

6 - Can you read in another language \_\_\_\_\_ What \_\_\_\_\_

7- Can you write in another language \_\_\_\_\_ What \_\_\_\_\_

8- Can you understand English: None \_\_\_\_\_ little \_\_\_\_\_ a lot \_\_\_\_\_

9 - Can you read English: None \_\_\_\_\_ little \_\_\_\_\_ a lot \_\_\_\_\_

10- Can you write in English None \_\_\_\_\_ little \_\_\_\_\_ a lot \_\_\_\_\_

11- Where do you learn English: School \_\_\_\_\_ Home \_\_\_\_\_ Other \_\_\_\_\_

12- Do you know how to use a: \_\_\_ Smart Phone \_\_\_ Computer \_\_\_ Internet

13 - What career do you want to have \_\_\_\_\_

14 - After High School you would like to go to: \_\_\_ College \_\_\_ Tech-School \_\_\_ Work

15 When was the last time you were in school and what grade \_\_\_\_\_

**\*\*The next 2 steps are for the ESL teacher.\*\***

f. DO NOT place this student on the PHLOTE list - DO NOT screen for English language proficiency. End identification procedure.

g. PLACE this student on the PHLOTE list - Continue with identification procedure. Go to STEP 3.

**Comments: Please make a copy of the Home Language Survey and this interview and place in the ESL teacher's mailbox**

Post-Exit EL Monitoring Forms can be found at:

<http://toolkit.eslportalpa.info/providers/302/PostExitMonitoringFormElementary.pdf>

<http://toolkit.eslportalpa.info/providers/302/PostExitMonitoringFormMiddleSecondary.pdf>

## Post-Exit ELL Monitoring Form (Elementary)

*Pages 1 and 3 to be completed by the appropriate ESL/Bilingual Education Staff*

Student Name			
Grade in 1 <sup>st</sup> year of monitoring		Academic Year	
Name of classroom teacher <i>(1<sup>st</sup> year of monitoring)</i>			The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual Education teacher for review.
Name of classroom teacher <i>(2<sup>nd</sup> year of monitoring)</i>			
Name of ESL/Bilingual Ed teacher <i>(1<sup>st</sup> year of monitoring)</i>			The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.
Name of ESL/Bilingual Ed teacher <i>(2<sup>nd</sup> year of monitoring)</i>			
ESL Coordinator <i>(Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)</i>			

Exiting ACCESS for ELLs <sup>®</sup> Results:							
Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

PSSA Results (Below basic, Basic, Proficient, Advanced):			
	Reading	Mathematics	Writing
1 <sup>st</sup> Year of monitoring			
2 <sup>nd</sup> year of monitoring			

	1 <sup>st</sup> year of monitoring		2 <sup>nd</sup> year of monitoring	
	NO	YES	NO	YES
Is the student receiving any special services? <i>(any academic services/programs in addition to the standard academic program)</i>				
If yes, describe the services (1 <sup>st</sup> year):	↓			↓
If yes, describe the services (2 <sup>nd</sup> year):				

Report Card Results:								
	1 <sup>st</sup> year of monitoring				2 <sup>nd</sup> year of monitoring			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
LA								
Math								
Science								
Social Studies								

Student Name: \_\_\_\_\_

1 <sup>st</sup> Year of Monitoring	Teacher's Initials:	1st	2nd	3rd	4th	Quarter						
		_____	_____	_____	_____	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>			
<b>Rate the student's performance in each of the following areas</b> (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)												
1. The student completes assignments on-time. -----												
2. The student communicates effectively with teacher. -----												
3. The student participates effectively in class projects. -----												
4. The student participates effectively in class discussions. -----												
5. The student is able to work independently. -----												
6. The student attends class regularly. -----												
7. The student displays effort and enthusiasm in class. -----												
8. The student requires additional assistance with assignments. -----												
9. The student shows evidence of difficulty with language. -----												
10. The student has discipline problems that interfere with his/her academic progress. -----												
						1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>			
Have ESL strategies been implemented to respond to the language needs of the former ELL?												
Do you recommend that this student be considered for reclassification as an ELL?												

*If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.*

2 <sup>nd</sup> Year of Monitoring	Teacher's Initials:	1st	2nd	3rd	4th	Quarter						
		_____	_____	_____	_____	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>			
<b>Rate the student's performance in each of the following areas</b> (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)												
1. The student completes assignments on-time. -----												
2. The student communicates effectively with teacher. -----												
3. The student participates effectively in class projects. -----												
4. The student participates effectively in class discussions. -----												
5. The student is able to work independently. -----												
6. The student attends class regularly. -----												
7. The student displays effort and enthusiasm in class. -----												
8. The student requires additional assistance with assignments. -----												
9. The student shows evidence of difficulty with language. -----												
10. The student has discipline problems that interfere with his/her academic progress. -----												
						1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>			
Have ESL strategies been implemented to respond to the language needs of the former ELL?												
Do you recommend that this student be considered for reclassification as an ELL?												

*If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.*

Student Name: \_\_\_\_\_

*To be completed by appropriate ESL staff*

1 <sup>st</sup> year of monitoring	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
I received and reviewed this form. (ESL staff member initials)	_____	_____	_____	_____

*Complete the following items only if the information on this form indicates that the former ELL is struggling:*

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. (if the answer is "Yes", describe the collaboration in the comments section)		
1 <sup>st</sup>	Yes No	Comments:
2 <sup>nd</sup>	Yes No	Comments:
3 <sup>rd</sup>	Yes No	Comments:
4 <sup>th</sup>	Yes No	Comments: requirement

*NOTE: A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.*

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
I recommend that this student be reclassified as an ELL.				
If a recommendation is made to reclassify, have the parents been notified?			YES	NO

2 <sup>nd</sup> year of monitoring	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
I received and reviewed this form. (ESL staff member initials)	_____	_____	_____	_____

*Complete the following items only if the information on this form indicates that the former ELL is struggling:*

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. (if the answer is "Yes", describe the collaboration in the comments section)		
1 <sup>st</sup>	Yes No	Comments:
2 <sup>nd</sup>	Yes No	Comments:
3 <sup>rd</sup>	Yes No	Comments:
4 <sup>th</sup>	Yes No	Comments:

*NOTE: A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.*

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
I recommend that this student be reclassified as an ELL.				
If a recommendation is made to reclassify, have the parents been notified?			YES	NO

## Post-Exit ELL Monitoring Form (Middle/Secondary)

*Pages 1 and 4 to be completed by the appropriate ESL/Bilingual Education staff*

<b>Student Name</b>				<b>Monitoring Year</b> (circle):	<b>1<sup>st</sup> year   2<sup>nd</sup> year</b>		
<b>Grade</b>		<b>Academic Year</b>		The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual Education teacher for review.  The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.			
<b>Name of <u>Language Arts</u> teacher</b>							
<b>Name of <u>Mathematics</u> teacher</b>							
<b>Name of <u>Science</u> teacher</b>							
<b>Name of <u>Social Studies</u> teacher</b>							
<b>Name of ESL/Bilingual Ed teacher</b>							
<b>ESL Coordinator</b> <small>(Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)</small>							

Exiting ACCESS for ELLs <sup>®</sup> Results:							
Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

PSSA Results (Below basic, Basic, Proficient, Advanced):		
Reading	Mathematics	Writing

<b>Is the student receiving any special services?</b> <i>(any academic services/programs in addition to the standard academic program)</i>	<b>NO</b>	<b>YES</b>
If so, describe the services:		

Report Card Results:								
	1 <sup>st</sup>	Comments	2 <sup>nd</sup>	Comments	3 <sup>rd</sup>	Comments	4 <sup>th</sup>	Comments
<b>LA</b>								
<b>Math</b>								
<b>Science</b>								
<b>Social Studies</b>								

Student Name: \_\_\_\_\_

Monitoring Year (circle): **1<sup>st</sup> year** | 2<sup>nd</sup> year

Language Arts	Teacher's Initials:	1st	2nd	3rd	4th	Quarter							
						1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>				
<b>Rate the student's performance in each of the following areas</b> (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)													
1.	The student completes assignments on-time. ....												
2.	The student communicates effectively with teacher. ....												
3.	The student participates effectively in class projects. ....												
4.	The student participates effectively in class discussions. ....												
5.	The student is able to work independently. ....												
6.	The student attends class regularly. ....												
7.	The student displays effort and enthusiasm in class. ....												
8.	The student requires additional assistance with assignments. ....												
9.	The student shows evidence of difficulty with language. ....												
10.	The student has discipline problems that interfere with his/her academic progress. ....												
						1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>				
Have ESL strategies been implemented to respond to the language needs of the former ELL?						Y	N	Y	N	Y	N	Y	N
Do you recommend that this student be considered for reclassification as an ELL?						Y	N	Y	N	Y	N	Y	N

*If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.*

Mathematics	Teacher's Initials:	1st	2nd	3rd	4th	Quarter							
						1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>				
<b>Rate the student's performance in each of the following areas</b> (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)													
1.	The student completes assignments on-time. ....												
2.	The student communicates effectively with teacher. ....												
3.	The student participates effectively in class projects. ....												
4.	The student participates effectively in class discussions. ....												
5.	The student is able to work independently. ....												
6.	The student attends class regularly. ....												
7.	The student displays effort and enthusiasm in class. ....												
8.	The student requires additional assistance with assignments. ....												
9.	The student shows evidence of difficulty with language. ....												
10.	The student has discipline problems that interfere with his/her academic progress. ....												
						1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>				
Have ESL strategies been implemented to respond to the language needs of the former ELL?						Y	N	Y	N	Y	N	Y	N
Do you recommend that this student be considered for reclassification as an ELL?						Y	N	Y	N	Y	N	Y	N

*If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.*

Student Name: \_\_\_\_\_

Monitoring Year (circle): **1<sup>st</sup> year** | 2<sup>nd</sup> year

Science	Teacher's Initials:	1st	2nd	3rd	4th	Quarter					
						1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>		
<b>Rate the student's performance in each of the following areas</b> (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)											
1. The student completes assignments on-time. ....											
2. The student communicates effectively with teacher. ....											
3. The student participates effectively in class projects. ....											
4. The student participates effectively in class discussions. ....											
5. The student is able to work independently. ....											
6. The student attends class regularly. ....											
7. The student displays effort and enthusiasm in class. ....											
8. The student requires additional assistance with assignments. ....											
9. The student shows evidence of difficulty with language. ....											
10. The student has discipline problems that interfere with his/her academic progress. ....											
						1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>		
Have ESL strategies been implemented to respond to the language needs of the former ELL?						Y N	Y N	Y N	Y N		
Do you recommend that this student be considered for reclassification as an ELL?						Y N	Y N	Y N	Y N		

*If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.*

Social Studies	Teacher's Initials:	1st	2nd	3rd	4th	Quarter					
						1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>		
<b>Rate the student's performance in each of the following areas</b> (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)											
1. The student completes assignments on-time. ....											
2. The student communicates effectively with teacher. ....											
3. The student participates effectively in class projects. ....											
4. The student participates effectively in class discussions. ....											
5. The student is able to work independently. ....											
6. The student attends class regularly. ....											
7. The student displays effort and enthusiasm in class. ....											
8. The student requires additional assistance with assignments. ....											
9. The student shows evidence of difficulty with language. ....											
10. The student has discipline problems that interfere with his/her academic progress. ....											
						1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>		
Have ESL strategies been implemented to respond to the language needs of the former ELL?						Y N	Y N	Y N	Y N		
Do you recommend that this student be considered for reclassification as an ELL?						Y N	Y N	Y N	Y N		

*If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.*

Student Name: \_\_\_\_\_ Monitoring Year (circle): **1<sup>st</sup> year** | **2<sup>nd</sup> year**

**To be completed by appropriate ESL staff**

I received and reviewed this completed form.	1 <sup>st</sup> _____ (Initial)	2 <sup>nd</sup> _____ (Initial)	3 <sup>rd</sup> _____ (Initial)	4 <sup>th</sup> _____ (Initial)
--	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------

**Complete the following items only if the information on this form indicates that the former ELL is struggling:**

**I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL.** (if the answer is "Yes", describe the collaboration in the comments section)

1 <sup>st</sup>	Yes No	Comments:
2 <sup>nd</sup>	Yes No	Comments:
3 <sup>rd</sup>	Yes No	Comments:
4 <sup>th</sup>	Yes No	Comments:

*NOTE: A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.*

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
I recommend that this student be reclassified as an ELL.	YES NO	YES NO	YES NO	YES NO

Additional Recommendation(s):  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

If a recommendation is made to reclassify, have the parents been notified?	YES	NO
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## HANOVER PUBLIC SCHOOL DISTRICT

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Dr. John Scola  
Superintendent

403 Moul Avenue · Hanover, PA 17331  
Telephone (717) 637-9000  
[www.hpsd.k12.pa.us](http://www.hpsd.k12.pa.us)

Dr. Susan Seiple  
Assistant to the  
Superintendent

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September

Dear Parent/ Guardian,

Congratulations! Your child has successfully completed two years on the monitor status and has been able to participate in classroom academics without assistance from an ESL instructor. The ESL instructor will no longer be checking your child's progress. You can be very proud of your child's accomplishment, and we extend to you best wishes as your child continues his/her education.

The LIEP Staff

CourtneyGuimaraes	Hanover High School
Paul Bradigan	Hanover Middle School
Danielle Mathie	Hanover Street Elementary
Paige Shelleman	Washington Elementary
Amy Stratton	Clearview Elementary



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Fecha

Estimados padres/Guardián

Felicidades! Su hijo/a a completado 2 años de monitoreo académico y es capas de participar en el salón de clases sin ayuda de un instructor de LIEP. El Instructor de ingles ya no chequeara el progreso de su hijo/a. Usted puede estar orgulloso de su hijo/a y le extendemos nuestros mejores deseos en su educación.

Instructores de LIEP

CourtneyGuimaraes	Hanover High School
Paul Bradigan	Hanover Middle School
Danielle Mathie	Hanover Street Elementary
Paige Shelleman	Washington Elementary
Amy Stratton	Clearview Elementary



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Assistant to the  
Superintendent

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September

Dear Parent/Guardian,

We are pleased to inform you that your child has been exited from the Language Instruction Educational Program and reached a monitor status for ELD. This means that your child will no longer be required to have ELD instruction. He/she has successfully tested at a proficient level on the ACCESS test, Monitor status means that your child will be checked on periodically throughout the school year for two years to make sure that grades and class work are being completed satisfactorily. This is a transition, and we will be there for support if needed. If there are issues, we will address them and at our discretion may re-enroll your child in ELD. You will receive notification if your child needs to be re-enrolled, or when the two-year monitor period is completed.

If you have any further questions, you may contact your child's teacher or the ESL teacher for your building.

Great Job!!

The LIEP Staff  
CourtneyGuimaraes Hanover High School  
Paul Bradigan Hanover Middle School  
Danielle Mathie Hanover Street Elementary  
Paige Shelleman Washington Elementary  
Amy Stratton Clearview Elementary



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Assistant to the  
Superintendent

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Fecha

Estimados Padres,

Es un agrado de notificar que su hijo/a a salido del programa LIEP y a alcanzado un nivel de monitoreo en LIEP. Esto significa que su hijo/a ya no necesita clases con un instructor de LIEP. El/Ella a hecho los exámenes de ACCESS exitosamente y tiene una calificación de “c” o mejor en sus clases. El nivel de monitoreo significa que a su hijo/a se le estará chequeando periódicamente por **dos años** para asegurarnos que sus calificaciones y tareas sean completadas satisfactoriamente. Este es un proceso de transición y nosotros estaremos allí para ayudarle si lo necesita. Si se presentan problemas el estudiante puede ser re- inscrito en el programa de LIEP. Usted será notificado si su hijo/a necesita ser re-inscrito en el programa.

Si usted tiene preguntas por favor contacte a la maestra o la maestra de LIEP de la escuela de su hijo/a.

Buen trabajo!

Instructor de ESL



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Dr. Susan Seiple  
Assistant to the  
Superintendent

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August 24, 2013

Dear Parent or Guardian,

Attached is a report of your child's English language development scores from an assessment that was administered over the winter. This information is for you to review and keep. The report details your child's English language skills in the area of listening, speaking, reading and writing, a comprehension score (listening and reading scores combined) and an overall score. The assessment, called ACCESS for ELLs® – *Assessing Comprehension and Communication in English from State to State for English Language Learners*, is used throughout Pennsylvania and in other states. This report identifies your child's language skills in both social and academic English. Social language is used to communicate for everyday purposes. Academic language is used to communicate in the content of language arts, mathematics, science and social studies. Information on English language development levels are also given at the bottom of the report. ACCESS provides a standardized measurement of academic language proficiency for ELs throughout the state of Pennsylvania, and in other states. With this information, we will be able to monitor individual EL progress on an annual basis.

If you have any questions regarding this test or the information that is being sent to you about how your child performed on this test, please contact me, your child's ESL teacher, or the school principal.

Sincerely,

ESL Instructor



## HANOVER PUBLIC SCHOOL DISTRICT

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Superintendent

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Dr. Susan Seiple  
Assistant to the  
Superintendent

24 de agosto de 2013

Estimado Padre o Tutor,

Le estamos anexando el informe que indica el nivel de dominio que su hijo/a tiene del inglés, basado en la evaluación administrada durante el invierno pasado. La información es suya para revisarla y conservarla. Este informe le provee detalles sobre las destrezas que su hijo/a tiene al escuchar, hablar, leer y escribir; así como una puntuación en comprensión (la combinación de puntuaciones al leer y escuchar) y una puntuación general. Esta evaluación se conoce como *ACCESS (Assessing Comprehension and Communication in English from State to State/Evaluando la Comprensión y la Comunicación en Inglés de Estado a Estado)*. Esta evaluación es usada a través de todo Pennsylvania y de otros estados. Este informe identifica las destrezas que su hijo/a tiene del inglés en el uso académico y social. El inglés social se usa con el propósito de comunicar situaciones de todos los días. El inglés académico es usado para comunicar el contenido de matemáticas, ciencias, artes del lenguaje y estudios sociales. Además, le proveemos la información sobre el nivel de dominio del inglés, al final del informe.

Si tuviera usted dudas acerca de esta prueba o la información que le estamos enviando sobre cómo se desempeñó su niño en esta prueba, favor de ponerse en contacto conmigo, con el maestro de EL de su niño, o con el director de la escuela.

Atentamente,

Instructor de ELD

## ELL Parent Involvement Policy

The LIEP program will communicate with parents of English Learners in multiple ways throughout the year. This includes, but is not limited to the following:

- parent notification letter in English/native language to inform about student entry into the LIEP program
- interpretation services provided for parent/teacher conferences and other times as needed
- EL progress reports twice a year (in addition to the classroom progress reports) in English/native language
- annual parent event nights



## LIEP Survey Planning

Dear Parent,

The Language Instruction Educational Programs (LIEP) at Hanover Public School District (HPSD) ensure that every student is provided with a fair and appropriate education. The program goals for our district include second language acquisition and respect for culture. Our LIEP work to develop pupil competency in understanding, speaking, reading, and writing English. We provide educational experiences that will prepare pupils to complete high school and to enter institutions of higher education and/or the work force. We also strive to enhance pupils' sense of self-worth by highlighting contributions made by their ethnic group to society, and to nurture self-pride and self-identity in each student's linguistic and cultural heritage.

Initially, a Home Language survey is given to every student who enters HPSD. If the Home Language Survey constitutes further analysis, the ESL instructor then screens the student. Students are accurately assessed to determine their level of English Language development and are provided with a curriculum of literacy, with content appropriate to their level of understanding.

The instructional program provided by HPSD is developmental in approach. Students enrolled in LIEP are instructed in English, at their level. Curriculum used in LIEP is The Wonders ELL Curriculum from McMillan/McGraw-Hill for elementary and Middle School.. This curriculum covers Phonemic Awareness, Phonics, Grammar, Vocabulary, Oral and Listening Comprehension, as well as writing skills. Wonders ELL is designed for students to work in smaller groups, to think/pair/share, and for the teacher to follow the I do/We do/You do model. The secondary level utilizes supplemental and regular education content materials. Additional reading interventions (Wilson, System 44 and Read 180) have also been utilized to support the language development of our ELs.

At HPSD, each building has a full time ESL teacher who provides pull-out direct instruction. We provide each student with quality ELD pull-out services for specific instruction in English with appropriate accommodations, and assist the EL in assimilating into their new country while maintaining their core beliefs and culture. These goals are accomplished through planned instruction which follows PA Academic Standards and ELPS Standards. The amount of time for each student varies upon need. At the elementary level, students receive between 45-90 minutes of ELD service time with a certified teacher. At the secondary level, ELD pull-out is aligned with the regular ed curriculum and students receive one to two periods of instruction per day.

Our EL are also supported through collaboration between the regular education instructors and the ESL teachers. This collaboration is done in order to maintain consistency in the weekly skills being taught, to share assessment scores, and to discuss any accommodations or adaptations needed to be made. Additionally, collaboration enables ESL teachers to advocate for students and educate the staff on EL issues in the classroom.

## Federal rules governing the process for declining ELD programming

A parent's decision to opt their child out of a formal ELD program must be informed and voluntary.

- A district may not recommend that a parent decline programming or make any scheduling or placements contingent on a parent declining programming.
- The district must provide a detailed description of the ELD program and services to the parent in a language or through a mode of communication that they understand.

Districts must:

- Adequately document the process.
- Documentation must demonstrate that the decision was informed and voluntary. This should include:
  - The results of the ELD screening, the rationale for the identification, and the child's English language needs that were provided to the parent(s);
  - The program description that was provided to the parent(s) (or a dated summary of the description if it was explained to them verbally) including the various components of the program, its benefits, and an explanation and evidence of its effectiveness; and
  - A checklist and/or form signed by the parent(s) that demonstrates that they understand the benefits of the ELD program and that they have willingly decided to opt their child out of part or all of it.

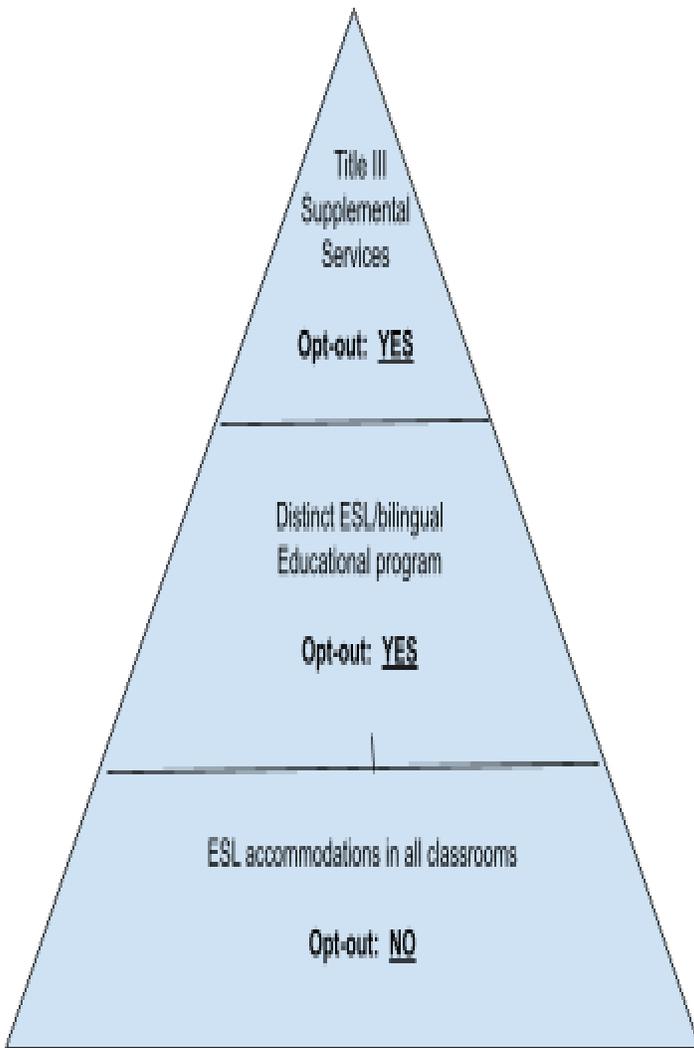
## Federal rules governing district responsibilities for opted-out students

Even though a student may be opted out of the formal, specialized ELD program, the district is not released from its obligation to take steps required by Title VI and the "appropriate action" required by the EEOA to provide these EL students access to its educational programs.

Districts must:

- Monitor the opted out student periodically and notify the parent if he/she begins to struggle.
- Offer the parent of struggling opted out ELs further opportunities to enroll their child in the ELD program.
- Document the monitoring and parent notifications for the above.
- Ensure that opted out students' needs are met in the general education classroom. This can be accomplished in several ways including:
  - Providing adequate training in second language acquisition and ESL strategies for general education teachers.
  - Making it possible for the ESL teacher and the general education teacher to consult with each other or co-plan.
- Access the student using the ACCESS for ELLs® each year until he/she attains proficiency and is exited.
- Report the student to the state as an EL.

## Federal rules governing district responsibilities for *opted-out* students



**Title III supplemental programs and/or services are provided using title III funding, should the LEA choose to apply for a Title III subgrant from the state. These programs and services may only supplement, not support programs and services required by federal or state policy/law. Parents have the right to have their children removed from Title III programs.**

**These programs/services are specialized and provide only to ELs. They include ESL pull-out, after school ESL tutoring, ESL courses, and bilingual education. Parents may refuse any of the programs/services.**

**Employing instructional strategies to overcome language barriers in order to ensure equal access for ELLs in all classrooms is required by various federal laws and regulations. Parents may not release the district from this obligation, for there is essentially nothing for parents to opt their students out of other than an education equal to that which other students receive.**

**ENGLISH LANGUAGE DEVELOPMENT PROGRAM**  
**Parental Waiver Form**

Student Name: \_\_\_\_\_ School: \_\_\_\_\_  
Opt-Out Date: \_\_\_\_\_ Grade: \_\_\_\_\_  
Student ID# \_\_\_\_\_

As required by federal law, your child has taken an English language proficiency test to determine if she or he qualified 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 she or he is eligible to receive ELD instruction in a program designed to help student acquire English language proficiency and access grade level content instruction.

The school has described the ELD program they recommend for my child in detail. 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 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.

Parent Right to Refuse ELD Services: (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 Pennsylvania Department of Education as an English Learning (EL) until my child attains English proficiency.

\_\_\_\_\_ Federal and state law requires that my child will be tested annually with the WIDA ACCESS for ELs 2.0 until he or she 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.

I wish to decline (List program/services): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **ENGLISH LANGUAGE DEVELOPMENT (ELD) PROGRAM LEA Guidance Document**

### **Parental Right to Refuse English Language Development Services**

Refusal of English Language Development (ELD) programs and/or services or “opt out of ELD” 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 of 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 Learner, 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 parent’s 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 student attains English proficiency by meeting the state exit criteria and is reclassified non-EL status
- maintain the student’s EL status on all reporting even though the student’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 student
- notify parents if their child is struggling in general education classes and recommend the ELD program and services again
- present the ELD Program Inclusion 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. **If you have any further questions, please contact Bob Measel [romeasel@pa.gov](mailto:romeasel@pa.gov) or Eugenia Krimmel [ekrimmel@pa.gov](mailto:ekrimmel@pa.gov).**

**ENGLISH LANGUAGE DEVELOPMENT PROGRAM  
PARENTAL REINSTATEMENT REQUEST FORM**

Student Name: \_\_\_\_\_ Date of Inclusion: \_\_\_\_\_

School Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

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 ELD programs and services offered to my child.

\_\_\_\_\_ have my child participate in **some** of the ELD programs and/or particular ELD services offered to my child.

I wish to include my child's participate in (List program/services)

\_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

## English Learners

ELL Re-entry from Monitor Status			
Student is being recommended for:		Re-entry from Monitor	
<b>1. STUDENT INFORMATION:</b>			
Student Name:	ID #	School	Grade
First Language:		ELL Entry:	
Does the student have an IEP:		YES	NO
Classroom Teacher Name:		ELL Teacher Name:	
Meeting Date:			
Other Team Members (name and title)			
<b>2. EVIDENCE:</b>			
*Classroom Teacher Observation/Input:		*ELL Teacher Observation/Input:	
<b>3. ADDITIONAL INFORMATION:</b>			
Determination:			
<i>(Team will determine if student needs to be reassessed for language support)</i>			
Alternative support recommendation:			

