

Allentown City School District



LIEP

Language Instruction Educational Program

ESOL/ Emergent Bilingual Department

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Table of Contents

I.	PURPOSE and Legal Supports.....	3
II.	IDENTIFICATION, SCREENING and PLACEMENT of ELs	4
III.	INSTRUCTIONAL PROGRAM	14
IV.	ACCOMMODATIONS	16
V.	GRADING and RETENTION	17
VI.	RECLASSIFICATION CRITERIA	18
VII.	MONITORING OF FORMER ELs	21
VIII.	PARTICIPATION OF NONPUBLIC STUDENTS	22

PURPOSE AND LEGAL SUPPORTS

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 by a certified ESL specialist.

In accordance with the Allentown School District Board of Director's philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The goal of the program shall be to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students, who are English Learners (ELs) shall be identified, assessed and provided instruction, and shall be provided an equal opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations. **(Policy #138 – English as a Second Language/Bilingual Education Program)**

The goal of the Allentown School District's Language Instruction Educational Program (LIEP) is to support the acquisition of English language skills of students whose native or first language is not English. Core program instruction in social and academic English and appropriate support for learning academic content is important so these students are not at risk of losing educational opportunities.

IDENTIFICATION, SCREENING, and PLACEMENT of ELs

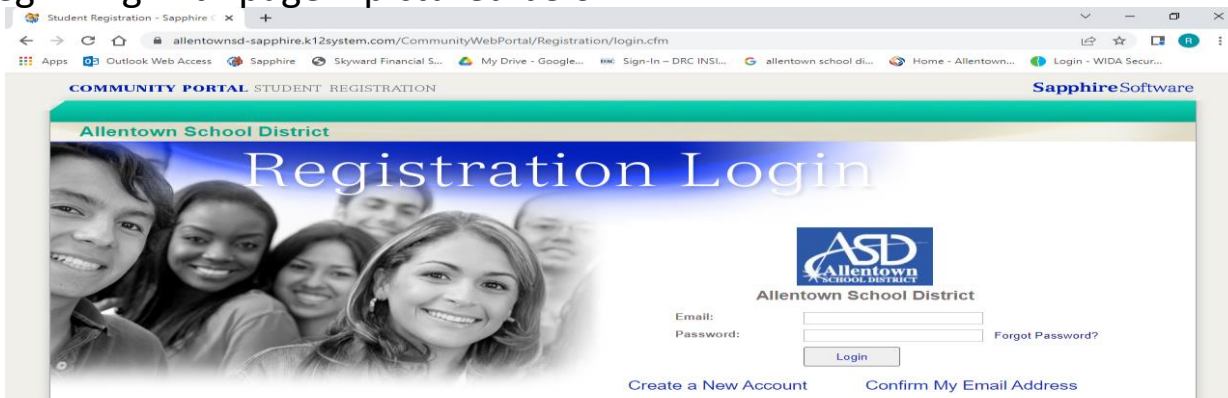
ESL Facilitators, ESL Teachers, Bilingual Parent Liaisons, Enrollment Staff and bilingual professional staff use the following process and resources to identify, screen and place English Learners (ELs) in the Allentown School District Language Instruction Educational Program (LIEP).

IDENTIFICATION PROCESS

Parents complete an online or paper **ASD Registration Form** that includes **HLS (Home Language Survey)** with assistance when needed. This survey is embedded in the first page of the district's English/Spanish bilingual enrollment packet for all new students. A translated version of this document in other languages can be generated from the Trans ACT website www.transact.com. Information from the online registration form is entered into the district SIS (Student Information System). A completed copy of the enrollment packet with the **HLS** is placed in the student's cumulative/permanent file and an electronic copy is shared with the Central Administration ESOL Department Office.

Use this link and select "Create a New Account" if you are enrolling a child in the Allentown School District: <https://allentownsd-sapphire.k12system.com/CommunityWebPortal/Registration/login.cfm>

Beginning with page 1 pictured below



When the HLS indicates any language other than English, the **PDE Parent/Family Interview is required** and administered by a trained, professional, bilingual staff member. The results of the interview determine if ELD placement testing is required.

English Learner Identification Procedure Grades K-12

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

- **STEP 1:** Review the Home Language Survey.
 - If the HLS indicates a language other than English for **any** question, **proceed to STEP 2.**

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

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

Family Interview

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

Interviewed:

Date:

Phone:

Name of Student:

PASID:

Students Date of Birth:

Age:

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

Parent Country of Origin:

Student Country of Origin:

Parents' Primary Country of Education:

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	Click or tap here to enter text.		
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
- When at home, how often does this student hear a language other than English?
☐ Always ☐ Occasionally ☐ Never
- When at home, how often does this student speak a language other than English?
☐ Always ☐ Occasionally ☐ Never
- When interacting with their parents or guardians, how often does this student hear a language other than English?
☐ Always ☐ Occasionally ☐ Never
- Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?
☐ Always ☐ Occasionally ☐ Never

7. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?
- ☐ Always ☐ Occasionally ☐ Never

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

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

Comments:

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

NOTE:

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

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

- **STEP 5:** Screen the student for English language proficiency using the K Screener, K MODEL, WIDA screener (online or paper), or WIDA MODEL screener. Record the screening scores below. See Appendix C for information about the appropriate test form to administer.

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

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

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

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

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

Name of screener	Score(s)	Score descriptor

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

Has at least two fewer years of age appropriate schooling than peers **or** has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, AND

Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures)

Does this student have limited or interrupted formal education?

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

Proceed to STEP 8.

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

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

Program Placement:

Proceed to STEP 9.

- **STEP 9:** Provide the parent with a detailed program description and explain the identification and placement decision. The parent has the right to refuse placement in a specialized, separate LIEP. See [PDE guidance concerning parental right to refuse services](#). **Proceed to STEP 10.**
- **STEP 10:** The parent accepts or refuses placement in part or in whole in the LIEP. If, after the district notifies the parent of their option to refuse specialized LIEP services, the parent does not respond, then the district may proceed with the recommended program placement. **Proceed to STEP 11.**
- **STEP 11:** If your district participates in Title III, explain the services offered and their right to opt out of all or some of those services. If, after the district notifies the parent/guardian of their option to opt out of Title III services, the parent does not respond, then the district may proceed with enrolling the student in the Title III services. **Proceed to STEP 12.**

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

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

- **STEP 13:** Initiate an active service record in the district SIS. If the student has limited or interrupted formal education, then ensure that LIFE is identified. If the student will participate in Title III funded services, then ensure that the student is identified as participating in Title III. *NOTE: Not all ELs in a district that receives Title III funds are participating in Title III. Proceed to STEP 14.*
- **STEP 14:** Schedule the student based on program placement and English language proficiency.

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

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

Appendix A

Students who have or are suspected of having a disability

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

If the student arrives with an IEP:

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

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

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

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

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

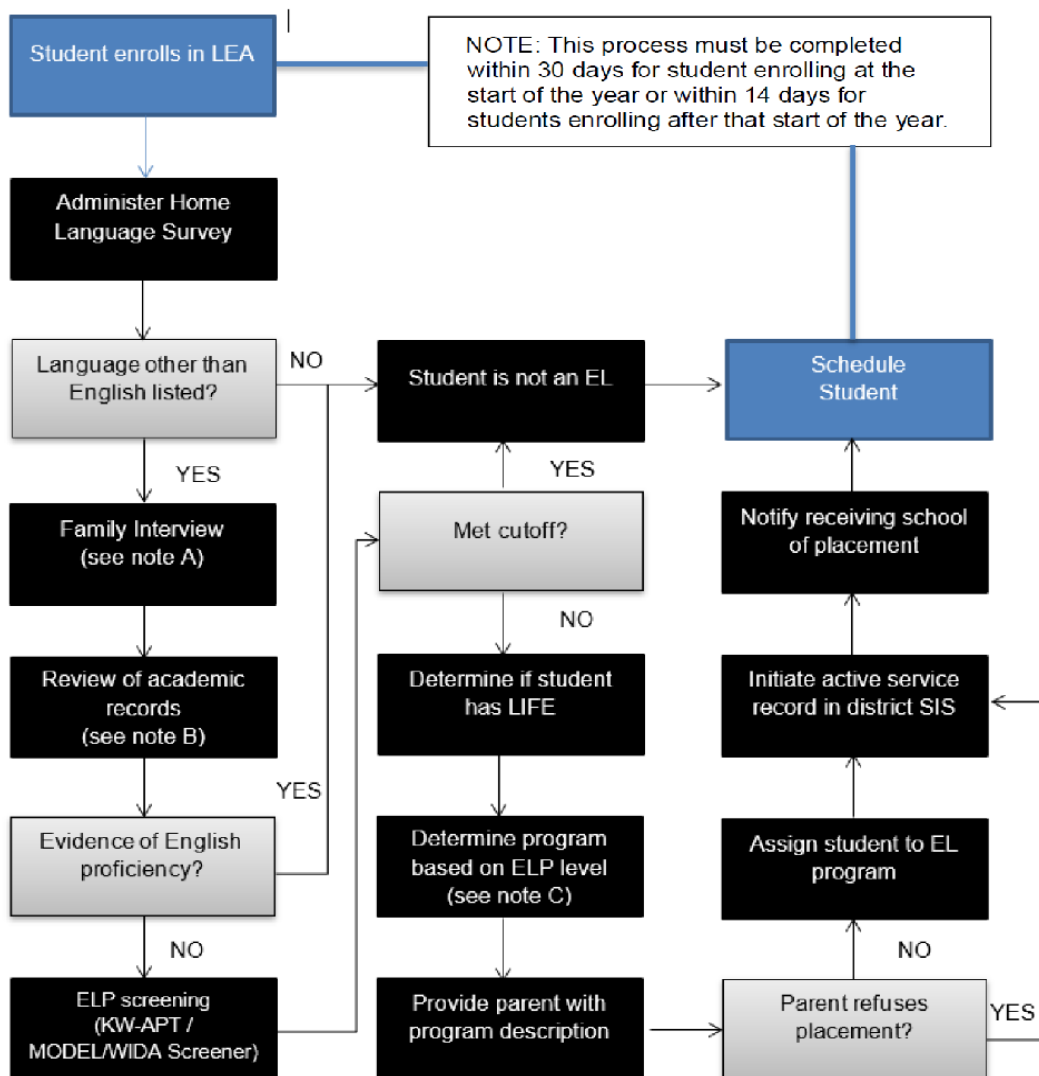
The determination must be based on the domains that can be completed by applying the appropriate cutoff score to all completed domains individually. For example, if a 4th grade student can only complete the reading and writing domains, then he/she must achieve a proficiency level of 5.0 or above in both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

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

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

Appendix B

English Learner (EL) Identification Procedure Flowchart



Note A:

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

Note B:

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

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

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

Note C:

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

Appendix C

Selection of appropriate grade-level cluster test forms

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

WIDA Screener Selection

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

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

WIDA MODEL Selection

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

WIDA K Screener

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

- Based on Pennsylvania Department of Education Guidelines for English Learners, ELD placement testing is scheduled and administered by a certified test administrator (i.e. the building facilitator or ESL teacher designee).
 - Within 30 days of the beginning of the school year
 - after October 1st, within 14 days,
- Students are tested for ELD placement using the PDE approved language placement test.
- Parents of tested students receive
 - ESSA/Title III/LIEP Letter indicating testing results, language acquisition level and placement information
 - Parent Waiver/Opt-Out form if applicable
- IEP information for English Learners is sent to the Special Education Department. Bilingual Psychologists translate and review IEP documents. The Special Education Department collaborates with the ELD Department to determine appropriate placement for English Learners with IEPs.
- Student are assigned to an **age appropriate grade** level.

SCREENING PROCESS

1. If records indicate a student was enrolled in a Language Instruction Educational Program at the time of transfer, the student will be placed in Allentown School District's Language Instruction Educational Program.
2. Academic records are reviewed.
3. A student without academic records will be assessed using the WIDA Screener. The WIDA Screener is an identification and placement assessment required by PDE. It is an initial measure of a student's English language proficiency for potential placement in an English language development program. Other formal standardized assessments may be used for additional information including the WIDA-ACCESS Placement Test (W-APT), WIDA Model and LAS Links.
4. A student may be exempt from screening and/or assessing when rare circumstances occur such as an error on the HLS.

Note A:

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

Note B:

If, after the parent interview, it is unclear whether or not a student should be screened for English proficiency, a thorough review of any available academic records and document evidence of English language proficiency shall be completed. Some examples of this type of evidence are:

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

Note C:

If the student has an IEP, ESL and Special Education personnel MUST collaborate to determine program and academic placement. All students enrolling with academic records indicating EL or Monitor status in an LIEP will be placed in Allentown School District's LIEP at their current level.

PLACEMENT PROCESS

Parent permission to assess is not required, but a parent should be notified prior to testing (phone call or personal contact).

The WIDA Screener, W-APT score, along with multiple criteria, must inform the identification and/or placement decision.

- In Kindergarten, a raw score for oral language of 19 or lower or between 20 and 24 inclusive AND a reading score less than or equal to 6 OR a writing score less than or equal to 4 qualify a student to be identified as an EL. Scores of 25 or greater signify a student meets the minimum criteria for English language proficiency.
- In Grades 1-12, a composite proficiency score below a 5.0 on the WIDA Screener is the minimum requirement for a student to be placed in the LIEP. Scores of 5 or higher on the WIDA Screener meet the minimum requirement for a student to be exempt from an English language instructional program. Additional criteria must include current or previous grades and performance on state assessments and district assessments.

Placement into the LIEP may **not** be made without notifying parents. Following the assessment, parents receive the Allentown School District Parent ESSA/Title III/LIEP Letter informing parents of assessment results and/or placement in the district's LIEP. A copy of this letter must also be placed in the child's cumulative folder.

Parents also have the right to refuse placement in the Allentown School District LIEP if the program includes instruction that is different from grade level core instruction. This decision must be informed and voluntary. Should a parent choose to refuse placement, the procedures outlined in PDE's English Language Development Program **Parental Waiver Form** shall be followed. It should be noted that Federal law requires that ELs be tested annually with the WIDA ACCESS for ELs until the child attains English proficiency. This includes ELs whose parents have completed the Parental Waiver Form.

English tutoring for ELs or content classes consisting of only ELs. This does not include a class composed of ELs and non-ELs in which ELD is supported through content instruction. By checking (✓) each item below, I acknowledge that I have read and understand each statement.

ENGLISH LANGUAGE DEVELOPMENT PROGRAM Parental Waiver Form

Student Name: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Opt-out Date: [Click here to enter a date.](#)

Grade: [Click here to enter text.](#)

Student ID#: [Click here to enter text.](#)

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

Parental Right to Refuse ELD Services: The school has described in detail the ELD program they recommend for my child. I have considered the program(s) offered by the school and have chosen to decline separate, specialized ELD instruction for my child. Specialized services or classes are those provided only for English Learners (ELs), for example ELD pull-out classes, ESL tutoring, after-school English tutoring for ELs or content classes consisting of only ELs. This does not include a class

composed of ELs and non-ELs in which ELD is supported through content instruction. By checking (✓) each item below, I acknowledge that I have read and understand each statement.

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

I, [Click here to enter text.](#) (parent/guardian name) with a full understanding of the above information, wish to

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

Parent/Guardian Signature: _____ Date: _____

Instructional placement of ELs must be age and grade appropriate. Students with an IEP must be screened with appropriate accommodations. Students with an IEP must be placed in coordination with the IEP team.

Further, ELs must be given equal access to all educational programs, scholastic achievement, awards and honors, special opportunity programs, extra-curricular activities and interscholastic athletics.

For newly enrolled, previously identified ELs and students who qualify for the Allentown School District Language Instruction Educational Program based on WIDA Screener scores, the new EL information needs to be sent to the district's PIMS Administrator as soon as possible.

III. INSTRUCTIONAL PROGRAM

The Language Instruction Educational Program (LIEP) includes instruction based on:

- A student's English language proficiency level.
- The **PA ELPS for ELs**.
<https://www.stateboard.education.pa.gov/Documents/About%20the%20Board/Board%20Actions/2017/ELD%20Standards.pdf>
- **CAN DO** Descriptors.
<https://wida.wisc.edu/teach/can-do/descriptors>
- The Pennsylvania Academic Standards.

Planned English instruction by a qualified ESL teacher is provided in the language intensive ESL classrooms and in co-taught English Language Arts/Literacy classes. ELs will participate in the regular education content classes. Adaptations/modifications to content instruction will be determined and provided as a result of collaboration between ESL and content teachers.

Placement and instruction in the LIEP are based on the student's level of English proficiency using the following WIDA recommendations:

- Entering Level
- Beginning Level 2

- Developing Level 3
- Expanding Level 4
- Bridging Level 5
- Monitoring First/Second/Third/Fourth Year

Allentown City School District LIEP Description

Instructional models within the LIEP include:

- **Pull-Out Direct Instruction** - provides direct instruction to students in addition to regular education instruction. This leads to increased English proficiency and mastery of English language skills. Pull-out instruction may include one-on-one instruction/support and/or small group instruction. Small groups may be formed based on the English language proficiency level of the students and may span grade levels.
- **Push-In Co-taught ELA/Literacy Instruction** - provides support to students in the application of English language skills during regular education instruction.
- **Observation/Consultation** - ESL teacher monitors student progress with English proficiency in the classroom and collaborates with the teacher to facilitate a student's English language skills.
- **Sheltered Instruction at Newcomer Academies** - Students scoring **below a 2.0** (1.9 or lower with no subtest greater than a 2.0) qualify for special sheltered instruction programming at Elementary or Secondary Newcomer Academies based on the following criteria:
 - Students must be new to the United States
 - Students must have no previous United States Public School experience.
 - Appropriate Placement of IEP students who meet the previous criteria must be approved by the Special Education Department.

Allentown City School District LIEP Designations

EL-specific English only Instruction	<p>Language Focus: English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support</p> <p>Class Composition: ELs only</p>
Mixed Classes with English only Support	<p>Language Focus: English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support. Support could be provided either inside or outside of the regular classroom.</p> <p>Class Composition: ELs and non-ELs are placed together in the same classroom</p>

IV. ACCOMMODATIONS

Based on a student's English language proficiency, teachers must establish realistic expectations. Modifications/accommodations and adaptations should be provided to ensure that class work, assignments, and assessments measure a student's content knowledge and skills. **The ESL Modifications/Accommodation Checklist** provides appropriate modifications/accommodations for ELs. This completed checklist is filed in the student's ESL folder each year. It should be noted on the form if no modifications/accommodations are provided.

PSSA/Keystone accommodations are allowable for ELs and are published annually by Pennsylvania Department of Education (PDE). The following individuals, when appropriate, should be involved in the determination of accommodations: ESL teacher, classroom teachers, test administrator, test coordinator, parent, principal, counselor, and student. Current accommodations used in day-to-day instruction and assessments are appropriate for testing. New accommodations unfamiliar to students should not be introduced to students for the first time when they are taking the PSSA or Keystone Exams. All accommodations should be documented in the student's ELD folder and recorded on the accommodations section of the PSSA or Keystone Exams.

Visit the PDE website for current Accommodation Guidelines for ELs.

<https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/TestingInformation.aspx>

V. GRADING and RETENTION

ELs must be graded using the same grading system as all other students. The ESL and general education teacher should collaboratively determine grades for each EL. Content area instruction is aligned to the standards with modifications/ accommodations provided to meet the needs of the ELs.

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

Evidence must be provided that all appropriate modifications and accommodations to instruction and assessment aligned to a 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.

VI. RECLASSIFICATION CRITERIA

LIEP Reclassification of ELs occurs annually between June and September 30th. Each year, a student's current status must be reported in the PIMS October Student Enrollment Collection.

The district employs uniform procedures in accordance with state requirements for reclassifying ELs as Former ELs (FELs) when they attain proficiency.

An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, WIDA ACCESS for ELs, and gathered by teachers using standardized language use inventories.

Using the following system, the WIDA ACCESS for ELs 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.

<https://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/ESL/Reclassification%20Monitoring%20and%20Redesignation%20of%20ELs.pdf>

Required Reclassification Criteria:

Two language use inventories must be completed. An ESL teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete an inventory (e.g. 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.

The language use inventories must be completed prior to the release of WIDA ACCESS scores each year for students who, based on teacher input and previous WIDA ACCESS scores, are likely to reach the threshold. Once WIDA ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified.

ELs with Disabilities - taking the ACCESS for ELs

An EL with a disability may be considered for reclassification if:

1. The student has an IEP, AND
2. The student has been continuously enrolled in an ESL/bilingual education program for at least four years, AND
3. The student's overall composite proficiency level score on the ACCESS for ELs® has not increased by more than 10% at any point or total over the three most recent testing cycles, AND
4. The IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

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

$$\Delta SS / SS1 (100) = \% \text{ change}$$

ΔSS : Difference between the scale score from year one and year two
(or year one and year three)

$SS1$: Scale score from year 1

Example: A student scores 4.3 last year and 4.5 this year (or scored 4.3 in year 1 and 4.5 in year 3). The percent difference is $(.2/4.3)100$, which is 4.65%.

ELs with Disabilities (taking the Alternate ACCESS for ELs)

ELs who are eligible for and take the Alternate ACCESS for ELs 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 to document language proficiency at the time of reclassification for future reference if needed.

VII. MONITORING OF FORMER ELs

Upon exiting the program, former ELs will be monitored for four years. Monitoring the academic progress of ELs should be a collaborative effort between the ESL teacher and the classroom teacher. Additional staff may be included as needed. The classroom teacher and ESL teacher should establish frequent and ongoing communication to ensure that the student receives appropriate supports aligned with instructional needs.

The **ESL Monitor Report** is completed yearly, and a copy of the completed form is filed in the student's ESL folder.

VIII. PARTICIPATION OF NONPUBLIC STUDENTS

Nonpublic students qualify for Title III funding and should be given Title III services through the LEA. The Allentown School District provides Title III services for students who are eligible through a contracted vendor selected in compliance with procurement procedures. Annual consultation with nonpublic entities within the Allentown School District's geographic boundaries shall be done to determine their participation in Title III. Information concerning the nonpublic Title III students and the support presented shall be determined after administering, if necessary, a valid and reliable assessment to determine the English language proficiency of nonpublic students and after meaningful consultation with the nonpublic entity regarding English language development support services. These services shall be monitored and evaluated through the consultation process.