**Allentown City School District**

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LIEP

Language Instruction Educational Program

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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**

ESOL Facilitators, ESL Teachers, 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 **ASD Registration Form** that includes **HLS (Home Language Survey)** with assistance when needed. This survey is embedded in the district bilingual enrollment packet for all new students. A translated version of this document can be generated from the Trans ACT website [www.transact.com.](http://www.transact.com/)  A completed copy of the enrollment packet with the **HLS** in placed in the student’s cumulative/permanent file.



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

**PA Family Interview – Grades K-12**

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Student: |       | ID #: |       |
| Interviewed by: |       | Date: |       |
| School: |       |  |  |

**STEP 1:** Review the Home Language Survey.

[ ]  HLS indicates a language other than English for **any** question

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

**STEP 2:** Conduct family interview to determine if the student is potentially an EL. **This must be conducted by district-trained enrollment personnel - not by the parent/guardian.**

*Student DOB: see registration form Student country of Origin: see registration form*

*Student’s Date of Entry to U.S.: see registration form*

Parent Country of Origin:       Parents’ Primary Country of Education:

*Complete the following table; indicate moving 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 |       |       |       |

1. When interacting with their *parents or guardians,* how often does this student **hear** a language other than English?
[ ]  Always (2 points) [ ]  Occasionally (1 point) [ ]  Never (0 points)
2. When at home, how often does this student **speak** a language other than English?
[ ]  Always (2 points) [ ]  Occasionally (1 point) [ ]  Never (0 points)
3. 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 (2 points) [ ]  Occasionally (1 point) [ ]  Never (0 points)
4. When interacting with *siblings or other children*, how often does this student **use a language** other than English?
[ ]  Always (2 points) [ ]  Occasionally (1 point) [ ]  Never (0 points)
5. Total points from above:
6. [ ]  **0 – 5 points =** **DO NOT screen** for English language proficiency. **STOP THE INTERVIEW.**
7. [ ]  **6 - 8 points =** Continue with identification procedure. **Proceed to STEP** **3**.
8. Comments:

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

**STEP 3:** Determine whether the student is a student with a disability and/or IEP.

[ ]  The student arrives with an IEP. Coordinate with Special Education staff to complete this procedure.

[ ]  The student is suspected of having a disability (parent informs enrollment personnel). Coordinate with Special Education staff to complete this procedure.

Special education teacher/facilitator contacted:

[ ]  The student does not have an IEP and/or a disability is NOT suspected. **Proceed to STEP 4.**

**STEP 4:** Conduct a review of the student’s academic records.

[ ]  Student has been enrolled in U.S. schools for more than two years **and** received passing grades in content classes (math, science, social studies, ELA taught in English) for at least one year. **DO NOT screen** for English language proficiency.

[ ]  Student has a score of Proficient on an ELA standardized test. **DO NOT screen** for English language proficiency.

[ ]  Academic records are not available. **Proceed to STEP 5.**

[ ]  Student has an ACCESS score of **> or = 4.5**. Student is a monitor one. **STOP the identification process.** **Skip to STEP 8.**

[ ]  Academic records do not contain evidence of English proficiency. *(Students with ACCESS scores from the previous year of* **<4.5***)* **Proceed to STEP 5.**

Comments:

**STEP 5:** Screen the student using the KW-APT, MODEL, or WIDA screener.

[ ]  Student meets the criteria for identification as an EL. **Proceed to STEP 6.**

[ ]  Student does not meet criteria for identification as an EL. **STOP the identification process.**

**STEP 6:** Determine if the student has **limited or interrupted formal education (LIFE)**.

[ ]  Enrolling after grade two

[ ]  Literacy score of less than 3.5 on the W-APT or WIDA Screener

[ ]  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

[ ]  Limited encoding (writing) and decoding (reading) skills in native language (as indicated by family interview, native language measures, and/or review of academic records)

**Does this student have limited or interrupted formal education?**

[ ]  All four of the boxes are checked. **YES**, the student has limited or interrupted formal education.

[ ]  Not all of the boxes are checked. **NO**, the student does not have limited or interrupted formal education.

**STEP 7:** Provide parent with a detailed program description and explain identification and placement decision. Letter sent on

**STEP 8:** Complete ESOL New Student Enrollment form. Notify school personnel of student identification and placement. *If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement.* Notification made on

***File this original in the student’s’ permanent school file. Send a copy to the ESOL office at the administration building with a copy of the registration form and supporting documentation.***

* Based on Pennsylvania Department of Education Guidelines for English Learners, ESOLplacementtesting is scheduled and administered by a certified test administrator (i.e. the building facilitator or ESOL teacher designee).
* Within 30 days of the beginning of the school year
* after October 1st, within 14 days,
* StudentsaretestedforESOLplacement 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
* IEPinformationforEnglishLearnersissenttotheSpecialEducationDepartment*.* BilingualPsychologiststranslateandreviewIEPdocuments*.* TheSpecialEducationDepartment collaborates with the ESOL 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) and WIDA Model.

4.   A student may be exempt from screening and/or assessing when rare circumstances occur such as an adoption of a foreign-born child or 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 ELLS until the child attains English proficiency. This includes ELs whose parents have completed the Parental Waiver Form.

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 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 she or he is eligible to receive ELD instruction in a program designed to help students 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 (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.

**Parental 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 Learner (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 the 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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, opportunities and extra-curricular activities.

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](https://wida.wisc.edu/teach/can-do/descriptors%20)

* 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 is based on the student’s level of English proficiency using the following PDE recommendations:

* Entering    Level
* Beginning    Level 2
* Developing    Level 3
* Expanding    Level 4
* Bridging    Level 5
* Monitoring    First/Second/Third/Fourth Year

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 formal instruction within United States Public Schools.
* Appropriate Placement of IEP students who meet the previous criteria must be approved by the Special Education Department.

**IV.**        **ACCOMMODATIONS**

Based on a student’s English language proficiency, teachers must establish realistic expectations. Modifications/accommodations 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 ESOL 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 regular 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 ELLs, and gathered by teachers using standardized language use inventories.

Using the following system, the WIDA 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.

<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 ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified.

**ELs with Disabilities - taking the ACCESS for ELLs**

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

1. The student has an IEP, AND
2. The student has been 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 ELLs® has not increased by more than 10% at any point or total over the three most recent testing cycles, AND
4. 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:

∆SS / SS1 (100) = % change

∆SS: 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 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 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.

|  |
| --- |
| **Reclassification (Exit) EL Monitoring Form Elementary** |
| *Allentown School District, Pennsylvania* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Name** |  | **I.D. #** |  |  |
| **Grade**  |  | **Academic Year** |  |
| **Monitoring Year:** | \_\_\_\_\_One \_\_\_\_\_Two |
| **School** |  |
| Classroom teacher’s name |  |
| ESOL teacher’s name |  |
| ESOL facilitator’s name |  |
|  |
| **Met One of the Following Criteria:** |
|  | **IEP**  |
|  | **ACCESS or Screener for ELLs® Results:** |
| Composite | Listening | Speaking | Reading | Writing | Literacy | Comprehension | Oral Language |
|  |  |  |  |  |  |  |  |

|  |
| --- |
| **Intervention/Enrichment:** |
| Describe the service: |

|  |
| --- |
| **Report Card Results:** |
|  | **1st**  | Comments | **2nd**  | Comments | **3rd**  | Comments | **4th**  | Comments |
| **LA** |  |  |  |  |  |  |  |  |
| **Math** |  |  |  |  |  |  |  |  |
| **Science** |  |  |  |  |  |  |  |  |
| **Social Studies** |  |  |  |  |  |  |  |  |

|  |
| --- |
| **Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Teacher’sInitials: | 1st\_\_\_\_\_\_ | 2nd\_\_\_\_\_\_ | 3rd\_\_\_\_\_ | 4th\_\_\_\_\_\_ |  |  |
| Quarter |
| **Rate the student’s performance in each of the following areas** (*1 = never 2 = seldom 3 = sometimes 4 = often 5 = always*) |  | 1st | 2nd | 3rd | 4th |
| 1. The student completes assignments on-time. - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
 |  |  |  |  |
| 1. The student communicates effectively with teacher. - - - - - - - - - - - - - - - - - - - - - - - - - - - -
 |  |  |  |  |
| 1. The student participates effectively in class projects.- - - - - - - - - - - - - - - - - - - - - - - - - - - -
 |  |  |  |  |
| 1. The student participates effectively in class discussions. - - - - - - - - - - - - - - - - - - - - - - - -
 |  |  |  |  |
| 1. The student is able to work independently. - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
 |  |  |  |  |
| 1. The student attends class regularly. - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
 |  |  |  |  |
| 1. The student displays effort and enthusiasm in class. - - - - - - - - - - - - - - - - - - - - - - - - - - -
 |  |  |  |  |
| 1. The student requires additional assistance with assignments. - - - - - - - - - - - - - - - - - - - - -
 |  |  |  |  |
| 1. The student shows evidence of difficulty with language. - - - - - - - - - - - - - - - - - - - - - - - - -
 |  |  |  |  |
| 1. The student has discipline problems that interfere with his/her academic progress. - - - - - -
 |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | 1st | 2nd | 3rd | 4th |
| Have ESOL strategies been implemented to respond to the language needs of the former EL? |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Do you recommend that this student be considered for reclassification as an EL?  |  |  |  |  |

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

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| ***To be completed by ESOL Facilitator*** |

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| **Reclassification (Exit) EL Monitoring Form Secondary** |
| *Allentown School District, Pennsylvania* |

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| --- | --- | --- | --- | --- |
| **Student Name** |  | **I.D. #** |  |  |
| **Grade**  |  | **Academic Year** |  |
| **Monitoring Year:** | \_\_\_\_\_One \_\_\_\_\_Two |
| **School** |  |
| English teacher’s name |  |
| ESOL teacher’s name |  |
| ESOL facilitator’s name |  |
|  |
| **Met One of the Following Criteria:** |
|  | **IEP**  |
|  | **ACCESS or Screener for ELLs® Results:** |
| Composite | Listening | Speaking | Reading | Writing | Literacy | Comprehension | Oral Language |
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| **Intervention/Enrichment:** |
| Describe the service: |

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| --- |
| **Report Card Results:** |
|  | **1st**  | Comments | **2nd**  | Comments | **3rd**  | Comments | **4th**  | Comments |
| **LA** |  |  |  |  |  |  |  |  |
| **Math** |  |  |  |  |  |  |  |  |
| **Science** |  |  |  |  |  |  |  |  |
| **Social Studies** |  |  |  |  |  |  |  |  |

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| **Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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| Teacher’sInitials: | 1st\_\_\_\_\_\_ | 2nd\_\_\_\_\_\_ | 3rd\_\_\_\_\_ | 4th\_\_\_\_\_\_ |  |  |
| Quarter |
| **Rate the student’s performance in each of the following areas** (*1 = never 2 = seldom 3 = sometimes 4 = often 5 = always*) |  | 1st | 2nd | 3rd | 4th |
| 1. The student completes assignments on-time. - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
 |  |  |  |  |
| 1. The student communicates effectively with teacher. - - - - - - - - - - - - - - - - - - - - - - - - - - - -
 |  |  |  |  |
| 1. The student participates effectively in class projects.- - - - - - - - - - - - - - - - - - - - - - - - - - - -
 |  |  |  |  |
| 1. The student participates effectively in class discussions. - - - - - - - - - - - - - - - - - - - - - - - -
 |  |  |  |  |
| 1. The student is able to work independently. - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
 |  |  |  |  |
| 1. The student attends class regularly. - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
 |  |  |  |  |
| 1. The student displays effort and enthusiasm in class. - - - - - - - - - - - - - - - - - - - - - - - - - - -
 |  |  |  |  |
| 1. The student requires additional assistance with assignments. - - - - - - - - - - - - - - - - - - - - -
 |  |  |  |  |
| 1. The student shows evidence of difficulty with language. - - - - - - - - - - - - - - - - - - - - - - - - -
 |  |  |  |  |
| 1. The student has discipline problems that interfere with his/her academic progress. - - - - - -
 |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
|  |  | 1st | 2nd | 3rd | 4th |
| Have ESOL strategies been implemented to respond to the language needs of the former EL? |  |  |  |  |

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| Do you recommend that this student be considered for reclassification as an EL?  |  |  |  |  |

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

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| ***To be completed by ESOL Facilitator*** |

**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.