

English

Home Language Survey
Explanation for ParentsTyrone Area School District
Home Language Survey - Explanation for Parents

School: _____ Date: _____

Dear Parent/Guardian(s):

Our school district asks parents to complete a Home Language Survey for all students enrolled in the district. This survey is necessary in order to help determine if students are eligible for additional services from our district. Some of these services we are required to provide by *Civil Rights* law. Other services are provided with federal funds through grants that are part of the *Elementary and Secondary Education Act* as amended by the *No Child Left Behind Act of 2001*.

Our district collects information using the Home Language Survey to determine if your child might be eligible to receive services in the district English Language Development Program. In addition, the information collected is used to determine if your child might qualify for English Learner or Immigrant Grant services under Title III. If our district qualifies for a Title III grant, and your child is identified as eligible for this grant, then your child could benefit from these additional Title III grant services.

Title III English Learner (EL) grant services are used to provide services to EL students that are in addition to the district's English Language Development Program to help them attain English proficiency and access the district's educational program.

Title III Immigrant Grant Services are **not** based on a student's legal immigration status or English proficiency level. Any information collected to determine eligibility for these grants and services is only used to determine eligibility for these grants and services. It is **not** used to check on legal immigration status in any way. These services are provided to students that fit a federal education related definition for students who might come from an educational system that is different than the educational system in our school district. The definition of an immigrant student found in the *Elementary and Secondary Education Act* as amended by the *No Child Left Behind Act of 2001* is a student that is age 3 to 21, was not born in the United States (including Washington, DC and Puerto Rico) and has not attended one or more schools in any state for more than 3 full academic years. If your child fits this definition, your child may be eligible for services provided through this grant.

Please call your child's school or the school district office at _____ (phone) if you have any questions or concerns.

We look forward to working with you toward the goal of excellence for your child.

Sincerely,

Name_____
Title

HOME LANGUAGE SURVEY¹

The Office of Civil Rights (OCR) requires that all Local Education Agencies (LEA's) identify limited English proficient (LEP) students in order to provide appropriate language instructional programs for them. Pennsylvania has selected the Home Language Survey as the initial step in the identification process.

School District: Tyrone Area School District **Date:** _____

School: _____

Student's Name: _____ **Grade:** _____

1. What is/was the student's first language? _____

2. Does the student speak a language(s) other than English? ☐ Yes ☐ No

(Do not include languages learned in school.)

If yes, 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? ☐ Yes ☐ No

If yes, complete the following:

Name of School	State	Dates Attended
_____	_____	_____
_____	_____	_____
_____	_____	_____

Person completing this form: _____

(if other than parent/guardian)

Parent/Guardian signature: _____

¹ The local education agency (LEA) has the responsibility under the federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, the LEA has the right to ask for the information it needs to identify English Language Learners (ELLs). As part of the responsibility to locate and identify ELLs, the LEA 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 LEA in the future.

Tyrone Area School District

HOME LANGUAGE SURVEY

Student Name: _____ Birth Date: _____ Sex: ☐ Male ☐ Female

Parent/Guardian Name: _____

Address: _____

Home Telephone: _____ Work Telephone: _____

School: _____ Grade: _____ Date: _____

1. Was your child born in the United States? ☐ Yes ☐ No

If yes, in which state? _____

If no, in what other country? _____

2. Has your child attended any school in the United States for any three years during their lifetime? ☐ Yes ☐ No

If yes, please provide school name(s), state, and dates attended:

Name of School _____ State _____ Dates Attended _____

Name of School _____ State _____ Dates Attended _____

Name of School _____ State _____ Dates Attended _____

3. What language is spoken by you and your family most of the time at home? _____

4. If available, in what language would you prefer to receive communication from the school? _____

5. Please check if your child is:

A. ☐ Native American Indian C. ☐ Native Pacific Islander

B. ☐ Alaska Native D. ☐ Native U.S. Virgin Islander

6. Is your child's first-learned or home language anything other than English? ☐ Yes ☐ No

If you responded "Yes" to question number 6 above, please answer the following questions:

7. What language did your child learn when he/she first began to talk? _____

8. What language does your child most frequently speak at home? _____

9. What language do you most frequently speak to your child? (Father) _____

(Mother) _____

10. Please describe the language understood by your child. (Check only one)

A. ☐ Understands only the home language and no English.

B. ☐ Understands mostly the home language and some English.

C. ☐ Understands the home language and English equally.

D. ☐ Understands mostly English and some of the home language.

E. ☐ Understands only English.

Parent or Guardian's Signature

Date

OFFICE USE ONLY

Student ID #	Date Distributed	Date Received	



pennsylvania
DEPARTMENT OF EDUCATION

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**.
 - If the HLS indicates a language other than English **for all questions**, the family interview is optional and you may **skip to STEP 4**.

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

- ☐ **STEP 2:** Conduct family interview to determine if the 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:

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

Based on the answers to the parent interview questions, determine if the second language exposure/use is significant or superficial in nature. If the 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 reasonable evidence of English proficiency, then **proceed to STEP 5**.

*NOTE: A student who has an overall composite proficiency level ACCESS score from the previous school year (even from another state) that does not meet or exceed 4.5 may not be re-screened. In this case, **skip to STEP 6**. If a student has an overall composite proficiency level ACCESS 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).*

Grade Level	Screeners	Criteria for identification as an EL
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 ☐ 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 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 a robust evidence.

Note C:

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

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.

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.

Appendix D

Selection of appropriate grade-level cluster test forms

See the tables below for selection of the appropriate screener to use for each grade. *The KW-APT will not be authorized for use beyond December of 2021.*

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 3-5 Screener		Grades 3-5 Screener		Grades 6-8 Screener		Grades 6-8 Screener		Grades 6-8 Screener		Grades 6-8 Screener		Grades 9-12 Screener		Grades 9-12 Screener		Grades 9-12 Screener		Grades 9-12 Screener	

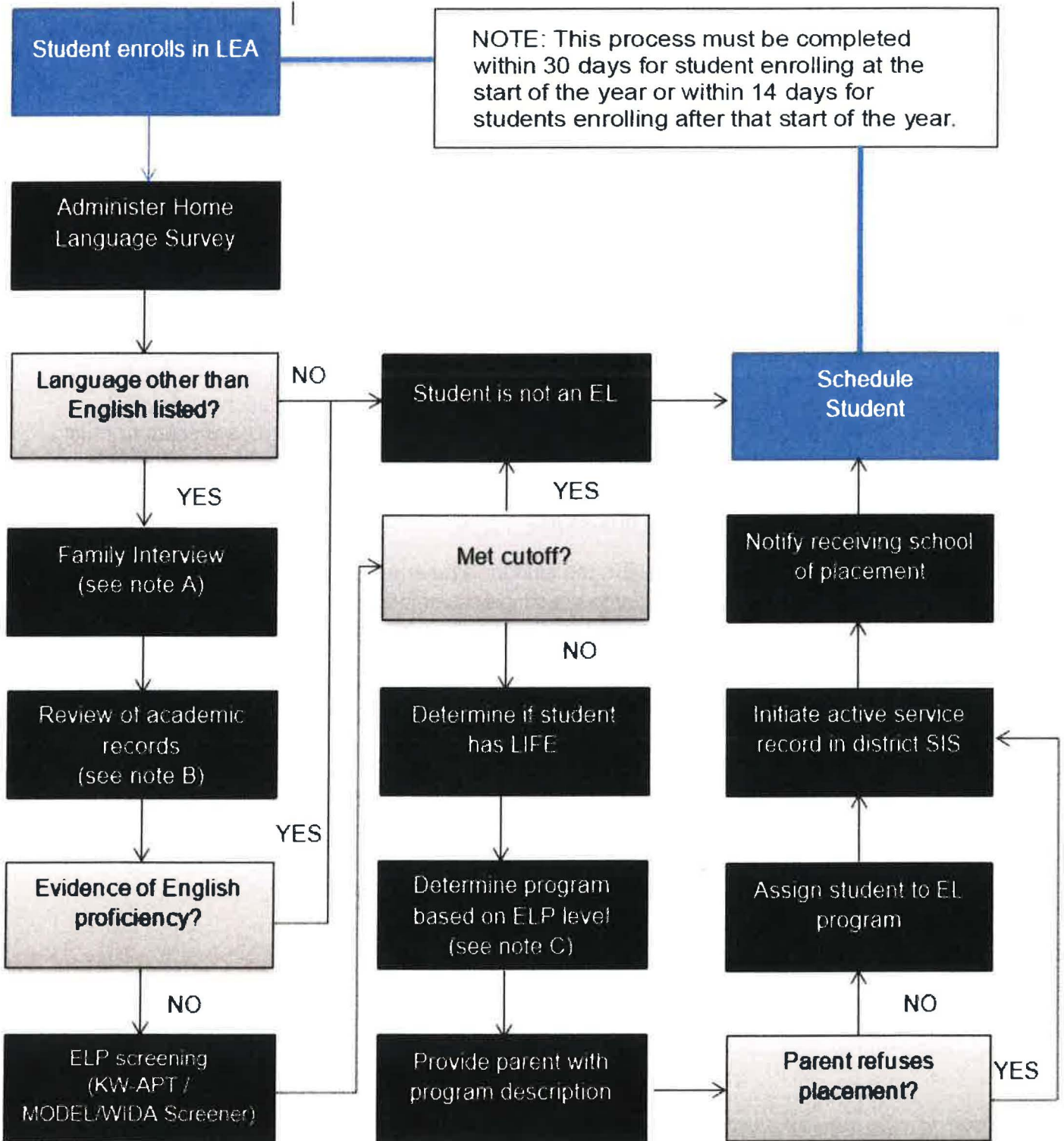
WIDA K Screener

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

KW-APT (not authorized for use after December of 2021)

GRADE	K
Semester	1 2
Grade-Cluster Form	KW-APT

K-12 English Learner (EL) Identification Procedure Flowchart





Dual Language Learner Identification Procedure – Pre-K

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

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

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

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

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:

1. Is this student a Native Alaskan, Native American, or Native Hawaiian?

☐ YES

☐ NO

2. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?
☐ YES ☐ NO
3. When at home, how often does this student hear a language other than English?
☐ Always ☐ Occasionally ☐ Never
4. When at home, how often does this student speak a language other than English?
☐ Always ☐ Occasionally ☐ Never
5. When interacting with their parents or guardians, how often does this student hear a language other than English?
☐ Always ☐ Occasionally ☐ Never
6. 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 parent interview questions, determine if the second language exposure/use is significant or superficial in nature. 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:** Review the information on the family interview. If the information from the family interview indicates that English is not the student's native language or that exposure to another language may have had a significant impact on the student's English language development, **proceed to STEP 4**.

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

Name of screener	Score(s)	Score descriptor

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

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

Supports to be provided:

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

Proceed to STEP 6.

- ☐ **STEP 6:** Provide the parent(s) with a description of the program and/or the supports that will be provided to their child(ren) and explain the identification decision. Parents have the right to refuse placement in a specialized, separate setting if that is the proposed program design for the DLL. See [PDE guidance concerning parental right to refuse services](#). If the school will **not** place the student into a separate setting based on the DLL status, then **skip to STEP 8**, otherwise **proceed to STEP 7**.
- ☐ **STEP 7:** Parent accepts or refuses placement in part or in whole in the program. If, after the district notifies the parent of their option to refuse specialized services provided in a separate setting, the parent does not respond, then the school may proceed with the recommended program placement. **Proceed to STEP 8**.

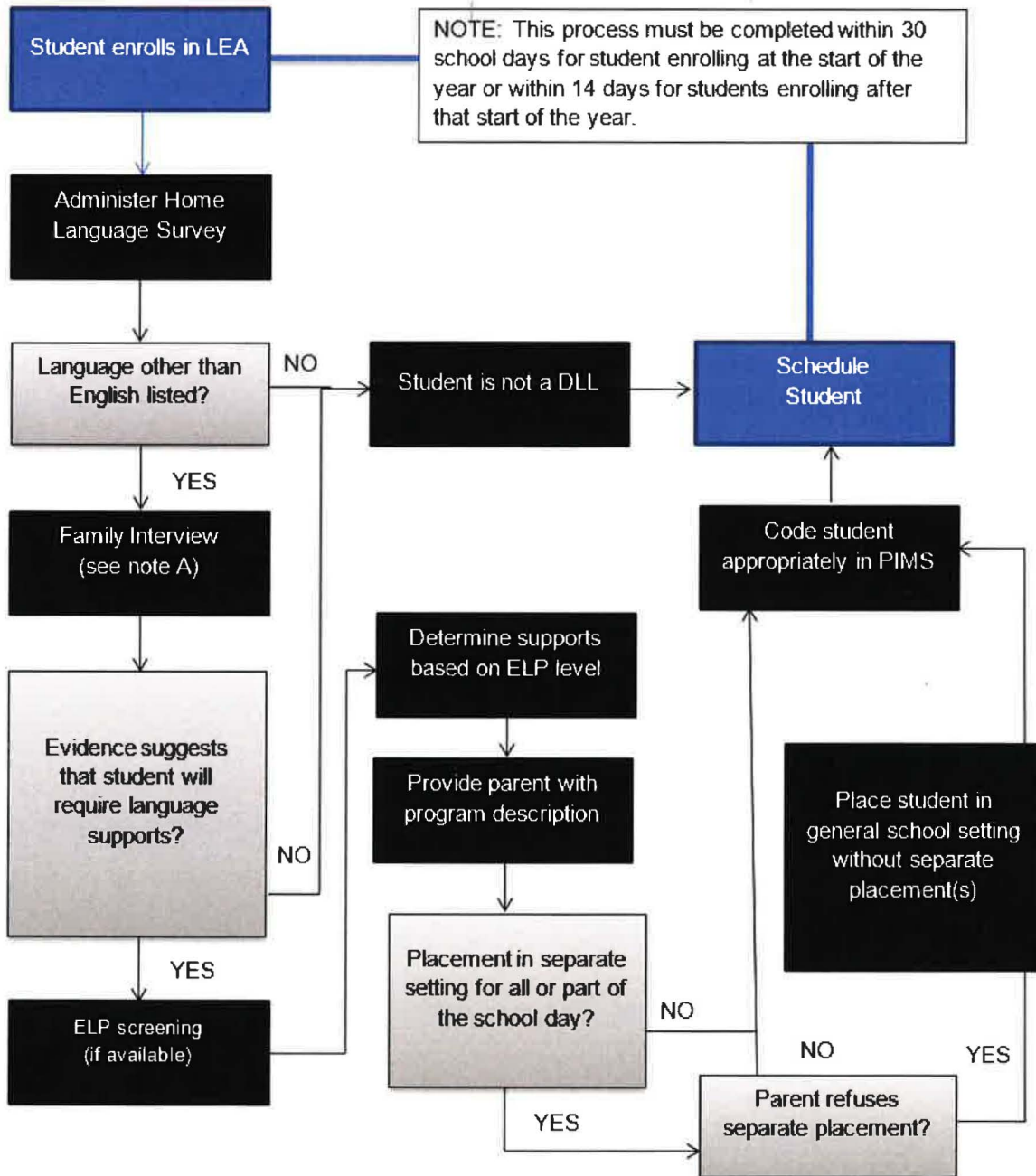
- ☐ **STEP 8:** Complete the Student/Student Snapshot template in PIMS. In field 41, code the student as *01 – Current EL* (there is no code for DLL in PIMS). In field 45, code the student as *26 – Mixed Classes with English-Only Support* unless another code is more appropriate (e.g. *22 - EL bilingual*). **Proceed to STEP 9.**
- ☐ **STEP 9:** Schedule student based on program placement and English language proficiency.

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

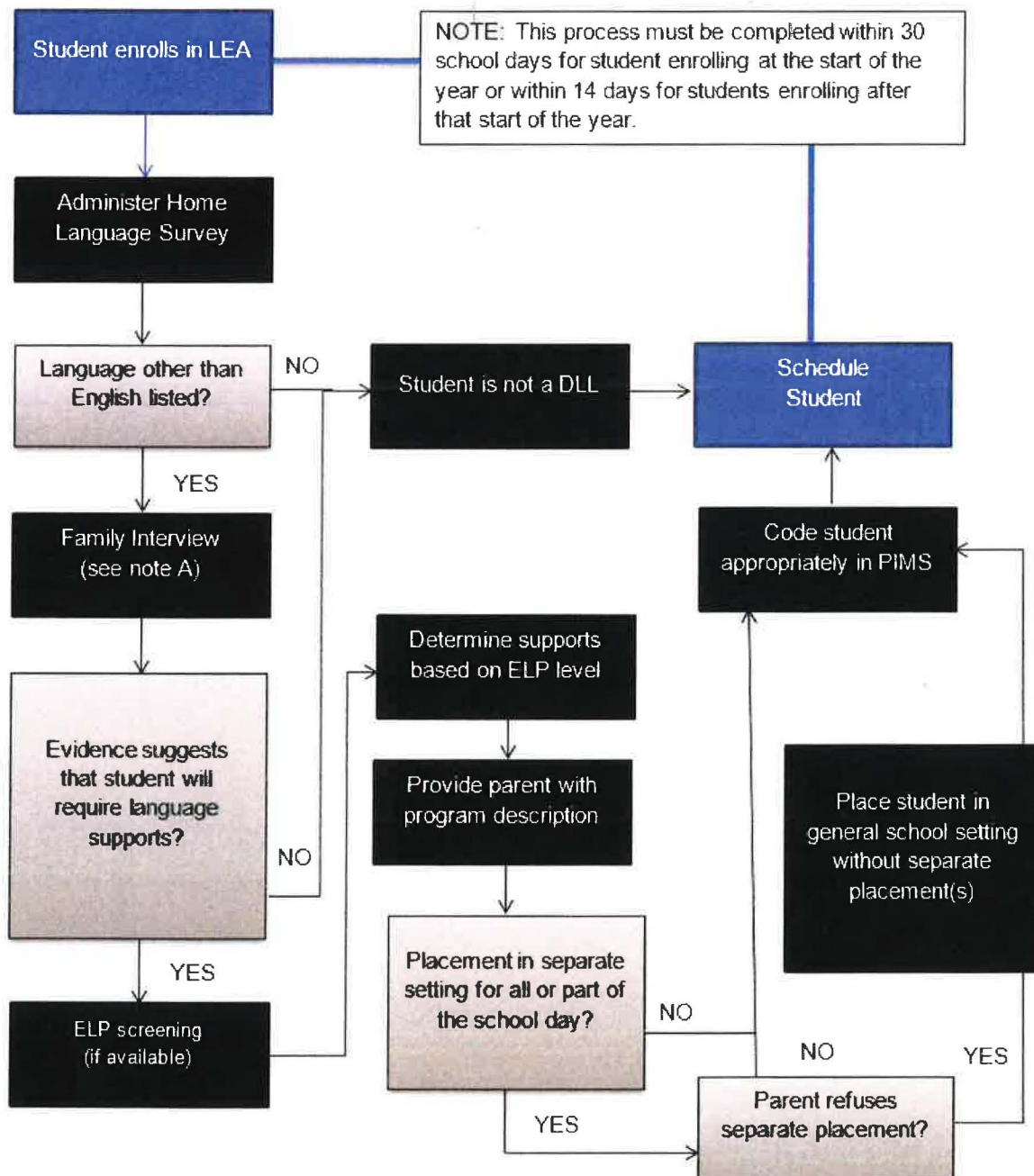
The procedure is complete. Attach the HLS form and parent refusal acknowledgement form (if completed) to this form and file in student's record. Copies of this form should be given to ESL and general education teachers who will be working with this student.

Appendix A

Pre-K EL Identification Procedure Flowchart



Pre-K EL Identification Procedure Flowchart



PHLOTE LIST 20XX-20XX SCHOOL YEAR					
SPANISH:					
Student	Grade	Status	Parents	Address	Phone
CHINESE:					
Student	Grade	Status	Parents	Address	Phone
GUJARATI:					
Student	Grade	Status	Parents	Address	Phone
TRANSLATION RATE 20XX-XX – \$XX.XX XXName –Ph # – email					

Appendix F

TASD ENGLISH LEARNERS LIST | 2021-2022 SC

Most Current ACCESS or screener score	Expected Scale Score toward Proficiency Attainment	Attainment Target Achieved	Last Name	First Name	Grade	Enrolled	Status	Entered EL Program	Determinat ion of Student Eligibility Notice Issued
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TASD EL List
- Google
Sheet

TRANSLATION RA
Ellen Hull – 814-692-1088 – eehull@tyrone.k12.pa.us

HOOL YEAR

Parents	Address	Phone	Annual Notice of Placement Issued	Translation Needed	Preferred Language/Translation	Notes	Attainment Target for Proficiency	Scale Score Goal for 2022
TE 2021-22 – \$26.37 ndy Escala – 814-684-2764 – ilescala@tyrone.k12.pa.us								

Cut Scores for Proficiency

11	429
12	434

Tyrone Area School District

Language Preference for Written Communications

Date: _____

Dear Parent/Guardian(s):

Your child has been identified as an English Learner and/or you have indicated that there is a language other than English that is spoken in your home. This letter is to inform you that you are entitled to receive written communications from the school and school district in English and your home language if you desire. Please indicate which language(s) you prefer to receive written communications in from the school and district.

Child's Name: _____

Please check only one of the following:

- ☐ I do **not** need to receive written communications in my home language. I understand that I will only receive written communications in English.
- ☐ I would like to receive written communications in English and in my home language, which is:

_____*

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

*I understand that if it is not possible to translate written communications into my home language, the school will contact me to request a conference to meet with me and explain, through an interpreter if needed and available, the contents of written communications.

English Learner Individual Language Learning Plan (EL-ILLP)

Date of Plan:

LEA:

AEDY Program:

Last School Attended:

Student Demographic Information

Student Name:	Date of Birth:	PA Secure ID:
Grade:	Parent or Guardian:	Parent Home Language(s): Interpreting/Translation:
Date Identified as an EL:	Limited or interrupted Formal Education?	Date EL Services began:
IEP: Disability Category:	ESL Teacher Name:	Student in US Schools for less than one year? (consecutive or cumulative)
Program model:	Amount of EL Services?	How often is it delivered?

English Learner Individual Language Learning Plan (EL-ILLP)

Language Proficiency Assessments:

WIDA Screener Date:

WIDA Screener Score Report:

Grade:

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
Listening						
Speaking						
Reading						
Writing						
Oral Language						
Comprehension						
Literacy						
Overall						

English Learner Individual Language Learning Plan (EL-ILLP)

ACCESS for ELLs (Last 2 tested years):

Year 1 (add year):

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
Listening						
Speaking						
Reading						
Writing						
Oral Language						
Comprehension						
Literacy						
Overall						

English Learner Individual Language Learning Plan (EL-ILLP)

Year 2 (add year):

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
Listening						
Speaking						
Reading						
Writing						
Oral Language						
Comprehension						
Literacy						
Overall						

English Learner Individual Language Learning Plan (EL-ILLP)

EL-ILLP Considerations (student background and school history)

--

Academic Strengths

--

Areas of Need

--

English Learner Individual Language Learning Plan (EL-ILLP)

English Learner Individual Language Learning Plan (EL-ILLP)

Define the goal using the student's Proficiency Level and the Model Performance Indicator to describe the language function to demonstrate proficiency, the content and the support or strategy used to obtain language growth:

Standards:	Student Can do:	Proficiency Level:	During the (ADD school year) and based on the English language proficiency level, the ELL Student will:
<u>English Development Standards</u> Performance Indicator <u>ELL Overlay</u> <u>Can Do Descriptors</u>			
<u>English Development Standards</u> Performance Indicator <u>ELL Overlay</u> <u>Can Do Descriptors</u>			
<u>English Development Standards</u> Performance Indicator <u>ELL Overlay</u> <u>Can Do Descriptors</u>			
<u>English Development Standards</u> Performance Indicator <u>ELL Overlay</u>			

English Learner Individual Language Learning Plan (EL-ILLP)

Can Do Descriptors			
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Language Support Team (ESL Specialist Leads the Support Team).

Parent or Guardian: _____

Counselor: _____

Student: _____

Special Education Teacher (as applicable): _____

Administrator: _____

ESL Specialist: _____

General Education Teacher: _____

Other Team Member(s): _____

English

Meeting for Parents of English
Learners: Invitation to Participate

Tyrone Area School District
Meeting for Parents of English Learners:
Invitation to Participate

School: _____ Date: _____
 (mm/dd/yyyy)

Dear Parent or Guardian:

You are invited to attend a meeting at your child's school or a school in your area. Your participation as a partner with the school is important to a successful education for all of our students. Please join us to help make sure our students are successful in school.

The school district, your child's school, or both will be holding meetings for parents of students participating in English Learner Services provided by Title I, Title III or both. The purpose of these meetings is to 1) listen to your concerns for your child's progress in becoming proficient in English (proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication) and his or her academic progress, 2) respond to recommendations from parents, and 3) to provide you with information on how you can work with us to ensure that your child succeeds in:

- becoming proficient in English;
- achieving at high levels within a well-rounded education; and
- meeting the challenging State academic standards expected of all students.

You are invited to attend the following meeting for parents and guardians of students in English Learner Services provided:

Meeting Date: _____ (mm/dd/yyyy)

Time: _____

Meeting Location: _____

Please let us know if you can attend the meeting by completing the "Parent Participation Form". Please have your child return this form to his or her teacher. Please call your child's school or the school district office at _____ (phone) if you have any questions or concerns.

We look forward to working with you so that all students can succeed in school.

Sincerely,

 Name

 Title

 Phone

 Email Address

Thank you for your support and involvement in your child's education.

Tyrone Area School District
Parent Participation Form

English

Parent Participation Form

Meeting Date: _____ (mm/dd/yyyy)

Time: _____

Meeting Location: _____

- ☐ The district can provide childcare for this meeting.
- ☐ The district can provide transportation for this meeting.
- ☐ An agenda for the meeting is attached.

Please return this completed form to your child's teacher by this date _____ (date).

Parent or Guardian: Please complete the section below and return the entire form to your child's teacher.

Name of Student: _____ Date: _____
(mm/dd/yyyy)

Name of Parent: _____ School: _____

Please mark all boxes that apply to you:

- ☐ I can attend the meeting.
- ☐ I can attend the meeting, but I have transportation difficulties. If the district can provide transportation (see above if district can or cannot provide transportation), I am requesting transportation assistance.
- ☐ I can attend the meeting, but I have childcare responsibilities. If the district can provide childcare (see above if district can or cannot provide childcare), I am requesting child care assistance.
- ☐ I cannot attend the meeting.

Please provide the following information:

Phone: _____

Address: _____

Number of children needing childcare during the meeting: _____

Thank you for making sure your child succeeds in school.

Please indicate if you need the following assistance while attending the meeting:

- ☐ Oral Interpretation: Language: _____
- ☐ Interpreter: Sign language
- ☐ Other: _____

OFFICE USE ONLY

Student ID #	Date Distributed	Date Received	

English

English Learner Program
Placement**Tyrone Area School District**
English Learner Program Placement☐ Initial Placement ☐ Continuing PlacementName of Student: _____ Date: _____
(mm/dd/yyyy)

School Location: _____

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child's proficiency in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English learner and other important information. Here is the information included in this letter:

- Your child's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: _____ Title: _____

Email: _____ Phone: _____

Do you need an interpreter? Please tell us and we will make sure one is available.

Your child will receive instruction in our school district's English Learner Services that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is _____ (number of years). The high school graduation rate for students receiving English Learner Services is _____. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

EnglishEnglish Learner Program
Placement**Tyrone Area School District
Description of Programs**

The goal of the district's English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district's English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for _____ years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child's Program:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ☐ Yes ☐ No

English Language Used in Instruction: ☐ Yes ☐ No

Program Exit Criteria:

Description of Other Available English Learner Services:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ☐ Yes ☐ No

English Language Used in Instruction: ☐ Yes ☐ No

Program Exit Criteria:

FOR OFFICE USE ONLY

Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Tyrone Area School District

English

English Learner Program
Placement

The name of the English proficiency test your child took is:

- ☐ _____
(Test used to measure level of English proficiency)
- ☐ _____
(Test used to measure level of English proficiency)

Your student's Level of English Proficiency is: _____ The highest score possible is: _____

The level needed to be proficient in English and exit English Learner Services is:

If applicable, your child's level of academic achievement was measured using the following test(s):

- ☐ _____
(Test used to measure level of academic achievement)
- ☐ _____
(Test used to measure level of academic achievement)

Your student's Level of Academic Achievement is: _____

The method of instruction used in your child's English Learner Services is:

- ☐ **Bilingual, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs:** Instruction is provided in both English and your child's home language.
- ☐ **Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.
- ☐ **Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English:** Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.
- ☐ **Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.
- ☐ **Other:** _____

- ☐ Your child's English Learner Services are not the district's only English Language Development Program. Additional information about your child's English Learner Services and, if available, other district language programs is attached.

Please contact the person below or _____ if you would like to request: (a) immediate removal of your child from the English Learner Services provided by Title I, Title III, or both; (b) options available for your child if you decline the English Learner Services offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: _____ Title: _____

Email: _____ Phone: _____

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

**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: _____

Tyrone Area School District
Request for Change in English Learner Program

English
Request for Change in English Learner Program

Date: _____
(mm/dd/yyyy)

Dear Parent or Guardian:

You have indicated that you would like to refuse the English Learner Services for your child that are provided by Title I, Title III or both. Although we are offering English Learner Services we feel are the most appropriate for your child's level of English proficiency, you have the right to refuse these English Learner Services for your child. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication.

If you decide to refuse the English Learner Services provided by Title I, Title III, or both, please complete and sign the bottom of this form and return it to your child's school. This form must be completed every year until your child becomes proficient in English.

Thank you.

Request for Change in English Learner Program

I, _____ (*parent or guardian*) of _____ (*student*) have been informed of my right to refuse English Learner Services. I have been informed of other district language programs or methods of instruction, if available, and request the following action:

- ☐ I want to refuse the English Learner Services provided by Title I, Title III, or both.
- ☐ Please place my child in another English Learner Service or method of instruction provided by Title I, Title III, or both if available.

Please place my child in the following program: _____

Parent or Guardian Signature

Date (mm/dd/yyyy)

EnglishRequest for Change in English
Learner Program**Tyrone Area School District
Explanation of Consequences for Refusing English Learner Services**Date: _____
(mm/dd/yyyy)

Dear Parent or Guardian:

You have indicated that you would like to refuse the English Learner Services for your child that are provided by Title I, Title III, or both.

Title VI of the Civil Rights Act and the U.S. Supreme Court case Lau v. Nichols ruling require schools and districts to provide services to English learner students to help them become proficient in English and succeed academically in school. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. Our school district provides programs and services designed to help increase your child's level of English proficiency. Even if you do not want your child to participate in our district's English Learner Services, the district is still required by Civil Rights law to provide services to your child that will help your child become proficient in English and succeed academically in school.

English Learner Services provided by Title I, Title III, or both are services that are provided to students learning English that are in addition to the district's English Language Development Program. Refusing to allow your child to participate in these services will result in your child not being given all of the services our district provides to help your child become proficient in English and meet high academic grade level standards and graduation requirements.

If you refuse the English Learner Services our district provides, your child will still be required to take the annual test of English language proficiency. All English learner students are tested annually until they become proficient in English.

Refusing the district's English Learner Services could result in your child taking longer to meet the requirements to become proficient in English than other students that do participate in these services. Refusing these programs could also delay your child's ability to fully participate in educational programs offered by our district.

Sincerely,

Name_____
Title_____
Phone_____
Email**OFFICE USE ONLY**

Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

English

Notice of Annual Assessment of
English Language Proficiency

Tyrone Area School District

Notice of Annual Assessment of English Language Proficiency

Date: _____

Dear Parent/Guardian(s):

Your child is currently enrolled or is eligible to be enrolled in the school district's English Language Development Program. The annual assessment of students enrolled or eligible to be enrolled in this program will be given on the following date to determine the progress students are making in English language proficiency.

Name of Test: _____ Date(s) of Test: _____

In compliance with federal Title I and Title III (if applicable), and state regulations, this test is given to all students who are:

- ☐ currently enrolled in the school district's English Language Development Program.
- ☐ identified as eligible for the district's English Language Development Program but participation in the program was declined, and the student is receiving English language development services in the mainstream classroom.

The test will measure your child's level of English proficiency in speaking, listening, reading, and writing. Results of the test will be shared with you as soon as all tests are taken and scored.

If you have questions about the annual assessment or if your child is unable to attend school on the date of the test, please contact the following person:

Name: _____ Title: _____

Phone: _____ Email: _____

Sincerely,

Name_____
Title_____
Phone_____
Email

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

Student:

PASID:

Date:

Evaluator's name:

Content Area:

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

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

Interaction:

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

Listening:

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

Speaking:

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

Reading:

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

Total Points:

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

Student:

PASID:

Date:

Evaluator's name:

Content Area:

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

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories.

It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

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

Listening

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

Speaking

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

Reading

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

Total Points:

Grades 2-3

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

Student:

PASID:

Date:

Evaluator's name:

Content Area:

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

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

Interaction

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

Listening

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

Speaking

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

Reading

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

Total Points:

Grades: 4-12

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

Student:

PASID:

Date:

Evaluator's name:

Content Area:

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

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

Interaction

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

Listening

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

Speaking

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

Reading

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

Total Points:

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

Total Points:

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

Reading

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

Accuracy: Genre Narrative

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

Accuracy: Genre Reports & Essays

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

Accuracy: Genre Arguments

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

Reclassification Cover Sheet

(for ELs with an IEP only)

Student Name:

PASID:

DATE:

Grade:

School District:

School:

Overall composite proficiency level:

Listening proficiency level:

Speaking proficiency level:

Reading proficiency level:

Writing proficiency level:

Team members present for recommendation discussion:

Required criteria

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

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

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

- 1.
- 2.
- 3.
4. Is there 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? **YES / NO**

Reclassification Cover Sheet

Student Name:

PASID:

DATE:

Grade:

School District:

School:

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

ACCESS for ELLs® Proficiency Level:

ACCESS for ELLs® Reclassification Points:

Points from language use inventory #1:

Points from language use inventory #2:

TOTAL Points for Reclassification:

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

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

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

Notes:

ESL Teacher/Coordinator Signature:

ESL Teacher/Coordinator Printed Name:

Reclassification Cover Sheet (for ELs with an IEP only)

Student Name:

PASID:

DATE:

Grade:

School District:

School:

Overall composite proficiency level:

Listening proficiency level:

Speaking proficiency level:

Reading proficiency level:

Writing proficiency level:

Team members present for recommendation discussion:

Required criteria

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

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

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

- 1.
- 2.
- 3.
4. Is there 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?
YES / NO

Tyrone Area School District
English Learner Program Exit Letter

English
English Learner Program Exit Letter

Student Name: _____ Date: _____
 (mm/dd/yyyy)

School: _____

Dear Parent or Guardian:

Your child's results on a recent English proficiency test show that your child has made significant improvement in his or her ability to read, write, speak and listen in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. Your child was tested with the following state and district test(s):

- ☐ _____
 (Test used to measure level of English proficiency)
- ☐ _____
 (Test used to measure level of English proficiency)

As a result of your child's improvement in English language proficiency, he or she will no longer participate in the school district's English Learner Services provided by Title I, Title III, or both.

Your child will:

- ☐ Continue to attend: _____ (name of school)
- ☐ Be transferred to: _____ Beginning: _____
 (name of school) (mm/dd/yyyy)

Thank you for your help as your child exits English Learner Services. If you have any questions or concerns, please call your child's school or teacher. Your child's academic progress will be tracked for at least four years to ensure that he or she is succeeding academically.

Sincerely,

_____ Name	_____ Title
_____ Phone	_____ Email

Parent or Guardian: Please complete the section below and return the entire form to your child's school.

I agree with the plan to exit _____ (student name) from English Learner Services. I understand that he or she will now receive an education without English Learner supports.

Parent or Guardian Signature: _____ Date: _____
 (mm/dd/yyyy)

Parent or Guardian Name: _____

Phone: _____ Email: _____

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Tyrone Area School District

Program Exit Letter

☐ Bilingual ☐ ESL

Name of Student: _____ Date: _____

School: _____

Dear Parent/Guardian(s):

A recent assessment has shown that your child has made significant improvement in his/her ability to read, write, speak and listen in English. Your child was assessed with the following state and district adopted test(s):

☐ _____
(Test used to measure level of English proficiency)☐ _____
(Test used to measure level of English proficiency)

Your student's Level of English Proficiency is: _____ Highest score possible is: _____

Level needed to exit the English Language Development Program: _____

As a result of your child's improvement in English language skills, he/she will transition out of the following program provided by the school district to develop English language skills:

- ☐ Bilingual
☐ ESL
☐ Other English Learner services

As a result of your child transitioning out of this program, he/she will:

☐ Continue to attend: _____ (name of school)☐ Be transferred to: _____ Beginning: _____
(name of school) (date)

Thank you for your help as your child exits English Learner Services. If you have any questions or concerns, please call your child's school or teacher. Your child's academic progress will be tracked for at least four years to ensure that he or she is succeeding academically.

Sincerely,

Name

Title

Phone

Email

Parent/Guardian: Please complete the section below and return the entire form to your child's school.

I agree with the plan to transition _____ (student name) from the English Language Development Program and understand that he/she will be placed in a general education classroom.

Parent/Guardian Signature: _____ Date: _____

Parent Guardian Name: _____

Phone: _____ Email: _____

Former English Learner (FEL) Monitoring Form - Middle/Secondary (First & Second Year)

Sections 1 & 3 to be completed by the EEL Teacher

Section 1

Student Name				Monitoring Year: 1st year 2nd year	
Grade		Academic Year			
Name of ELA/English teacher				<i>The classroom teacher will be asked to complete this form at quarterly intervals for the EEL teacher for review.</i>	
Name of Mathematics teacher					
Name of Science teacher					
Name of Social Studies/History teacher					
Name of EEL teacher				<i>The EEL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.</i>	
PEEL Coordinator <i>(Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record at year end)</i>					

Exiting ACCESS for ELLs® Results:

Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

Last PSSA Results (Below Basic, Basic, Proficient, Advanced):

Reading	Mathematics	Science (4th & 8th only)	Year

Is the student receiving any special services?

(any academic services/programs in addition to the standard academic program)

NO

YES

If so, describe the services:

Report Card Results:

	1 st	Comments	2 nd	Comments	3 rd	Comments	4 th	Comments
ELA								
Reading								
Math								

Scien ce								
Socia l Studi es								

Section 2

ELA/English	Teacher's Initials:	1st	2nd	3rd	4th	Quarter			
						1 st	2 nd	3 rd	4 th
Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)									
1. The student completes assignments on-time. -----									
2. The student communicates effectively with the 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 st	2 nd	3 rd	4 th
Have ELL strategies been implemented to respond to the language needs of the former EL?	Y N	Y N	Y N	Y N
Do you recommend that this student be considered for reclassification as an EL?	Y N	Y N	Y N	Y N
Additional Comments: (please indicate which quarter the comments are related to)				

Math	Teacher's Initials:	1st	2nd	3rd	4th	Quarter			
		1 st	2 nd	3 rd	4 th				
Rate the student's performance in each of the following areas <i>(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)</i>									
11. The student completes assignments on-time. -----									
12. The student communicates effectively with the teacher. -----									
13. The student participates effectively in class projects.-----									
14. The student participates effectively in class discussions. -----									
15. The student is able to work independently. -----									
16. The student attends class regularly. -----									
17. The student displays effort and enthusiasm in class. -----									
18. The student requires additional assistance with assignments. -----									
19. The student shows evidence of difficulty with language. -----									
20. The student has discipline problems that interfere with his/her academic progress. -----									

	1 st	2 nd	3 rd	4 th
Have ELL strategies been implemented to respond to the language needs of the former EL?	Y N	Y N	Y N	Y N
Do you recommend that this student be considered for reclassification as an EL?	Y N	Y N	Y N	Y N
Additional Comments: (please indicate which quarter the comments are related to)				

Science	Teacher's Initials:	1st	2nd	3rd	4th	Quarter			
		1 st	2 nd	3 rd	4 th				
Rate the student's performance in each of the following areas <i>(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)</i>									
21. The student completes assignments on-time. -----									
22. The student communicates effectively with the teacher. -----									
23. The student participates effectively in class projects.-----									
24. The student participates effectively in class discussions. -----									
25. The student is able to work independently. -----									
26. The student attends class regularly. -----									
27. The student displays effort and enthusiasm in class. -----									
28. The student requires additional assistance with assignments. -----									

29. The student shows evidence of difficulty with language. ----- -----				
30. The student has discipline problems that interfere with his/her academic progress. ----- -----				
	1 st	2 nd	3 rd	4 th
Have ELL strategies been implemented to respond to the language needs of the former EL?	Y N	Y N	Y N	Y N
Do you recommend that this student be considered for reclassification as an EL?	Y N	Y N	Y N	Y N
Additional Comments: (please indicate which quarter the comments are related to)				

Social Studies/History	Teacher's Initials:	1st	2nd	3rd	4th	Quarter			
		1 st	2 nd	3 rd	4 th				
Rate the student's performance in each of the following areas <i>(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)</i>									
31. The student completes assignments on-time. ----- -----									
32. The student communicates effectively with the teacher. ----- -----									
33. The student participates effectively in class projects. ----- -----									
34. The student participates effectively in class discussions. ----- -----									
35. The student is able to work independently. ----- -----									
36. The student attends class regularly. ----- -----									
37. The student displays effort and enthusiasm in class. ----- -----									
38. The student requires additional assistance with assignments. ----- -----									
39. The student shows evidence of difficulty with language. ----- -----									
40. The student has discipline problems that interfere with his/her academic progress. ----- -----									
		1 st	2 nd	3 rd	4 th				
Have ELL strategies been implemented to respond to the language needs of the former EL?		Y N	Y N	Y N	Y N				
Do you recommend that this student be considered for reclassification as an EL?		Y N	Y N	Y N	Y N				
Additional Comments: (please indicate which quarter the comments are related to)									

Section 3: To be completed by appropriate EEL staff

I received and reviewed this completed form.	1 st	2 nd	3 rd	4 th
	(Initials)	(Initials)	(Initials)	(Initials)

Complete the following items only if the information on this form indicates that the FEL is struggling:

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

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

I recommend that this student be reclassified as an EL.	1 st	2 nd	3 rd	4 th
	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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End of Year - To Be Completed and Printed by the PEEL Coordinator

According to the information gathered, I agree with the EEL teacher's recommendation. YES NO

Signature: _____ Date: _____

Former English Learner (FEL) Monitoring Form - Middle/Secondary (Third & Fourth Year)

Sections 1 & 3 to be completed by the EEL Teacher

Section 1

Student Name				Monitoring Year:	
Grade		Academic Year		3rd year 4th year	
Name of <u>ELA/English</u> teacher				<i>The classroom teacher will be asked to complete this form at quarterly intervals for the EEL teacher for review.</i>	
Name of <u>Mathematics</u> teacher					
Name of <u>Science</u> teacher					
Name of <u>Social Studies/History</u> teacher					
Name of EEL teacher				<i>The EEL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.</i>	
PEEL Coordinator <i>(Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record at year end)</i>					

Exiting ACCESS for ELLs® Results:

Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

Last PSSA Results (Below Basic, Basic, Proficient, Advanced):

Reading	Mathematics	Science (4th & 8th only)	Year

Is the student receiving any special services?

(any academic services/programs in addition to the standard academic program)

NO

YES

If so, describe the services:

Report Card Results:

	S1	Mid-Term Exam	MID-Yr. grade	S2	Final Exam	FINAL Grade		S1	Mid-Term Exam	MID-Yr. grade	S2	Final Exam	FINAL Grade
ELA							Social Studies/History						
Reading							Science						
Math													

Section 2

ELA/English	Teacher's Initials:	S1	S2	Semester	
Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)				1 st	2 nd
1. The student completes assignments on-time. -----					
2. The student communicates effectively with the 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. -----					
Have ELL strategies been implemented to respond to the language needs of the former EL?				Y N	Y N
Do you recommend that this student be considered for reclassification as an EL?				Y N	Y N
Additional Comments: (please indicate which quarter the comments are related to)					

Math	Teacher's Initials:	S1	S2	Semester	
				1 st	2 nd
Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)					
1. The student completes assignments on-time. -----					
2. The student communicates effectively with the 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. -----					

Have ELL strategies been implemented to respond to the language needs of the former EL?	Y	N	Y	N
Do you recommend that this student be considered for reclassification as an EL?	Y	N	Y	N
Additional Comments: (please indicate which semester the comments are related to)				

Social Studies/History	Teacher's Initials:	S1	S2	Semester	
				1 st	2 nd
Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)					
11. The student completes assignments on-time. -----					
12. The student communicates effectively with the teacher. -----					
13. The student participates effectively in class projects.-----					
14. The student participates effectively in class discussions. -----					
15. The student is able to work independently. -----					
16. The student attends class regularly. -----					
17. The student displays effort and enthusiasm in class. -----					

18. The student requires additional assistance with assignments. ----- -----		
19. The student shows evidence of difficulty with language. ----- -----		
20. The student has discipline problems that interfere with his/her academic progress. ----- -----		
Have ELL strategies been implemented to respond to the language needs of the former EL?	Y N	Y N
Do you recommend that this student be considered for reclassification as an EL?	Y N	Y N
Additional Comments: (please indicate which semester the comments are related to)		

Science	Teacher's Initials:	S1	S2	Semester	
				1 st	2 nd
Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)					
21. The student completes assignments on-time. ----- -----					
22. The student communicates effectively with the teacher. ----- -----					
23. The student participates effectively in class projects. ----- -----					
24. The student participates effectively in class discussions. ----- -----					
25. The student is able to work independently. ----- -----					
26. The student attends class regularly. ----- -----					
27. The student displays effort and enthusiasm in class. ----- -----					
28. The student requires additional assistance with assignments. ----- -----					
29. The student shows evidence of difficulty with language. ----- -----					
30. The student has discipline problems that interfere with his/her academic progress. ----- -----					
Have ELL strategies been implemented to respond to the language needs of the former EL?				Y N	Y N
Do you recommend that this student be considered for reclassification as an EL?				Y N	Y N
Additional Comments: (please indicate which semester the comments are related to)					

Section 3: To be completed by appropriate EEL staff

I received and reviewed this completed form.	1 st	2 nd
	(Initials)	(Initials)

Complete the following items only if the information on this form indicates that the FEL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the FEL. (if the answer is "Yes", describe the collaboration in the comments section)		
1st	Yes No	Comments:
2nd	Yes No	Comments:

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

	1st Semester	2nd Semester
I recommend that this student be reclassified as an EL.	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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End of Year - To Be Completed and Printed by the PEEL Coordinator

According to the information gathered, I agree with the EEL teacher's recommendation. YES NO

Reason for Disagreement:

Signature: _____ Date: _____

ESL Coordinator Job Description

Qualifications:

ESL Program Specialist Certificate
Experience working with EL students and families
Knowledge of Pennsylvania EL requirements

Admin team member

Reports to:

Director of Curriculum and Instruction

Duties and Responsibilities:

1. Support an educational program for EL students that is designed to assist students in becoming English language proficient and serve as liaison between teachers and the building principals and Director of Curriculum and Instruction.
2. Provide coordination of the English Language (EL) Program, which shall include student screening/identification, assessment, placement and curriculum recommendations, and reclassification.
3. Screen new student enrollees whose Home Language Survey indicates that an EL screening is necessary.
4. Attend regular updates on EL programming and laws provided by PDE and IU 08.
5. Manage WIDA AMS online testing system for the ACCESS for ELL assessment (on-line labeling, ordering, etc.).
6. Reclassify ELs to former ELs when they obtain proficiency and actively monitor the FELs for two years following the reclassification.
7. Assist the Office of Curriculum and Instruction in the preparation of the annual PDE ELRS (English Language Reporting System) Report.
8. Assist the Office of Curriculum and Instruction in the preparation of the annual EL budget and work with the other ESL teachers to determine curriculum and supply needs.
9. Maintain updated PHLOTE list and work with the district PIMS Coordinator to ensure that EL student data is correct.
10. Work with classroom teachers, Office of Curriculum and Instruction, and district translators/interpreters to coordinate communication for non-English speaking families, including parent/teacher conferences.
11. Provide consultation and training for classroom teachers and other staff concerning best practices for working with EL students, as needed.
12. Assist in providing staff training and updates, as outlined in school district policy.
13. Assist in maintaining updated PDE monitoring documents and conducting an annual EL program evaluation.

ENGLISH AS A SECOND LANGUAGE (ESL) TEACHER

QUALIFICATIONS:

ESL Program Specialist certification as required by the Pennsylvania Department of Education. Acceptable Act 34 and Act 151 clearances.

OBJECTIVE:

Responsible for conducting ESL classes comprised of English language learners.

FUNCTIONS AND DUTIES

- ❖ Supervise and educate children in the class. (E)
- ❖ Develop an appropriate program of ESL instruction for each student, based upon assessment data.
- ❖ Develop and maintain a system of record keeping for students in the ESL program. (E)
- ❖ Participate in the development of individual education programs for exceptional English language learners (ELLs) when necessary. (E)
- ❖ Implement the individual educational programs for English language learners. (E)
- ❖ Maintain established communication with the Intermediate Unit Staff, local school districts, and parents of English language learners. (E)
- ❖ Direct the classroom assistant(s) assigned to the class and volunteers assisting in the educational program. (E)
- ❖ Assist in the evaluation of the educational progress of English language learners. (E)
- ❖ Contribute to the evaluation of the total program for English language learners. (E)
- ❖ Participate as a member of a team which periodically reviews the educational progress of English language learners. (E)
- ❖ Maintain a safe and educationally sound environment. (E)
- ❖ Other assignments as made by the school district administration.

OTHER REQUIREMENTS

Must be able to interpret, analyze, and problem solve. Must be able to converse and interact with individuals with diverse levels of education and abilities. Must be able to read and understand documents relating to federal, state, and local mandates, as well as materials relating to education.

Instruction will take place in a normal classroom environment.

English as a Second Language (ESL) Teacher

- Qualifications:** ESL Program Specialist certification as required by the Pennsylvania Department of Education. Acceptable Act 34 and Act 151 clearances.
- Objective:** Responsible for conducting ESL classes comprised of English language learners.
-

Functions and Duties

- ★ Supervise and educate children in the class.
- ★ Develop an appropriate program of ESL instruction for each student, based upon assessment data.
- ★ Develop and maintain a system of record keeping for students in the ESL program.
- ★ Participate in the development of individual programs for exceptional English language learners (ELLS) when necessary.
- ★ Implement the individual educational programs for English language learners.
- ★ Maintain established communication with the Intermediate Unit staff, local school districts, and parents of English language learners.
- ★ Direct the classroom assistant(s) assigned to the class and volunteers assisting in the educational program.
- ★ Assist in the evaluation of the educational progress of English language learners.
- ★ Contribute to the evaluation of the total program for English language learners.
- ★ Participate as a member of a team which periodically reviews the educational progress of English language learners.
- ★ Maintain a safe and educationally sound environment.
- ★ Other assignments as made by the school district administration.

Physical Demands

In the course of performing the duties and functions of ESL teacher, the holder of the position will be required to stand, walk, sit, squat/stoop, reach and lift items of varying weights.

Mental Demands

Must be able to interpret, analyze, and problem solve. Must be able to converse and interact with individuals with diverse levels of education and abilities. Must be able to read and understand documents relating to federal, state and local mandates, as well as materials relating to education. .

Environment

Normal classroom environment. Some positions may be itinerant and require travel in personal vehicle.