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Section: Programs

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English Language Development Instructional Program Plan

Mission

The mission of the Renaissance Academy Charter School (RACS) ELD (English Language Development) Program is to ensure academic achievement for all English Learners by equipping them with the language skills necessary to function comparably to their Native-English peers in academic and social situations. This mission will empower all EL's to be successful in their academic careers and as members of society. The ELD program will serve as a support system for the EL until he/she is able to achieve independent academic success. It is our mission to involve all educators, family members, and our community in the education of our EL's as we recognize helping them find the paths to success is all of our responsibility.

Acronym Glossary

ACCESS for ELL's- Assessing Comprehension and Communication in English State to State for English Language Learners

BECs- Basic Education Circulars

EL- English Learner

ELL- English Language Learner

ELD- English Language Development

ELRS- English Learner Reporting System

ESL- English as a Second Language

HLS- Home Language Survey

LEA-Local Education Agency

LEP- Limited English Proficient

LIEP- Language Instruction Educational Plan

MAP- Measurement of Academic Progress

PA- Pennsylvania

PA ELDS- Pennsylvania English Language Development Standards

PDE- Pennsylvania Department of Education

PIMS- Pennsylvania Information Management System

RACS- Renaissance Academy Charter School

USDE- United States Department of Education

WIDA ACCESS- Annual state required English language proficiency assessment

Summary

This plan is designed to aid in the procedures necessary to enroll, educate, and reclassify English

Learners (EL's) who are being or have been enrolled in Renaissance Academy Charter School student body. It is also designed to meet the requirements demanded by the state of Pennsylvania's Department of Education and the Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations.

Renaissance Academy Charter School ELD Program

Student Instruction

Students enrolled in the RACS ESL Program will receive an ELD instruction **as an addition to his/her language arts/English instruction.**

The teacher(s) who conduct ELD instruction will have and retain the proper qualifications as required by the Pennsylvania Department of Education. Therefore, this/these individual(s) must hold an ESL Program Specialist Certification.

Pull-out Services

All EL's are also supported on occasion with pull-out services. This means that their grades are monitored. Those that are struggling in their Core Classes are pulled aside to receive assistance with their classwork, knowing that language could be the reason they are struggling.

Push-in Services

ELD Specialists also provide push-in services. We will assist the teaching staff in Core Classes to insure that appropriate assistance is offered to ELs in the classroom environment. This service also includes support for teachers in providing accommodations to the ELs under their instruction.

Parent/Guardian Communication

An ELD specialist will determine after giving the family interview if the parent(s)/guardian(s) of an EL student needs an interpreter. If an interpreter is needed they will be provided by Renaissance Academy.

Key Points to Be Considered in the Identification Process for

- Renaissance Academy identifies, locates, and evaluates ELs with disabilities in a timely manner.
- RA must consider the English language proficiency of ELs with IEPs in determining appropriate assessments and other evaluation materials.
- RA provides and administer special education evaluations in the child's native language, to ensure that a student's language needs can be distinguished from a student's disability related needs.
- RA does not identify or determine that ELs are students with IEPs because of their limited English language proficiency.

- RA provides ELs with IEPs with both the language assistance and disability related services they are entitled to under federal law.
- Planned ELD instruction by a qualified ELD teacher
- Adaptations/modifications in the delivery of content instruction by all teachers. based on the student's English language proficiency levels and the PA ELDS for ELs, as well as the Pennsylvania Core Standards.
- Renaissance Academy must ensure that their program is sufficient in quantity and quality before referring the student for an evaluation.
- The LIEP is aligned to the English language proficiency levels of the student, and incorporates the PA English Language Development Standards (ELDS)
- Grade-level planned instruction in the content areas is delivered according to the English language proficiency levels of the student and the PA English ELDS.
- Collaboration is ongoing between the ESL and content teachers.
- ELs with IEPs may receive both ELD instruction and special education services simultaneously. The IEP must be developed by the IEP Team, which should include the ELD teacher.
- The ACCESS 2.0 is administered to ELs annually, and provides information regarding the progress of language acquisition in the domains of listening, speaking, reading, and writing.
- Based on these data, the IEP Team determines how special education services can be coordinated and delivered with ELD instruction to meet the student's individual needs.
- Programs must collaborate to ensure that both the language needs and special education requirements are met. RA must also address how ELD instruction will be provided for ELs with IEPs in other locations, such as IU special education programs.

Procedures

Screening, Identification, and Placement of EL's

Any student who is newly enrolled in Renaissance Academy Charter School will be given a **Home Language Survey** to be completed by the student's parent(s)/guardian(s). If the HLS indicates another language other than English is spoken at home then a **family interview** is given. The purpose of the family interview is to gather additional information to determine if the student is an EL. Both the Home Language Survey and the Family Interview can be found on PDE website. If a student's first language is other than English he/she must be administered the WIDA ACCESS Placement Test (KW-APT) for Kindergarten students. The WIDA Online Screener test will be given for grades 1-12 by the ESL Teacher/ Coordinator. In Addition, the KW-APT and WIDA online screener are administered only to newly enrolling students who have been identified as potentially needing an ELD education. The KW-APT is aligned to the required annual state English Language Proficiency assessment (Access for EL's), to assess students for placement in language instructional programs for English Language Learners. The KW-APT and the WIDA Online screener results are used to determine the tier (A, B, or C). The KW-APT and the WIDA Online Screener will also be administered within the first 30 days of each school year or 14 days after enrollment depending on the individual student's situation.

ELD Referral

A student whose WIDA ACCESS Placement Test results do not show proficiency in English must be placed into the ELD instructional program. However, the KW-APT and WIDA Online Screener should be considered as only one element in the decision making process. Additional criteria must inform the identification and/or placement of these students. Additional criteria can include current or previous grades/ progress reports, standardized testing, oral interviews and observations.

ELD Program Enrollment

When a student is referred to the ELD Teacher/ Coordinator for participation in the Renaissance Academy Charter School ELD program a Parent/Guardian letter will be sent home. If the ELD Teacher/Coordinator decide that the student requires additional help with the English language the student will be admitted into the district's ELD Program. A parent/guardian doesn't have a choice in the matter if the student is declared an EL. The only decision is whether the parents decide to opt out.

Guidance for Parent Right to Refuse the LIEP

The Department recognizes that direct instruction in language acquisition skills is of value, and it is our responsibility as educators to educate all children in Pennsylvania. We are confident that will continue in response to these federal changes. PDE will support districts in any way possible to accommodate this policy shift and ensure a smooth implementation within districts.

Refusal of English Language Development (ELD) programs and/or services require an informed, voluntary decision by the parent to not have the child placed in any separate, specialized ELD service or instructional program. A "waiver" indicates a desire by the parent to waive the child from participation in all or some of the ELD programs or services offered by the school. LEA Obligations Under the Parent Refusal of ELD Program Scenario. Parent/guardians will be notified of this right through verbal communication. Specialized services or instruction are those only provided for English Learners (ELs), for example ELD pull-out classes, English as a Second Language (ESL) tutoring, after school English tutoring for ELs or content classes consisting only of ELs. This does not include a class composed of ELs and non-ELs in which ELD is supported through content instruction. LEAs must not recommend that a parent opt a child out of EL programs or services for any reason. LEAs describe in sufficient detail to the parents the ELD program recommended for their child and the advantages to their child in terms of English language acquisition and academic success. More information on this topic can be found in the BEC.

Grading of EL's

ELD students who are in the very beginning stages of learning the English language may receive

a pass/ fail grade in all/any subject area(s) necessary, if the student's class teacher(s), parent(s)/guardian(s), ELD Teacher/ Coordinator, and building-principal feel this would be best for the student. Here are some guidelines, based on the federal laws, for grading your ELD and LEP students: Students **should not** receive grades of "D" or "F" based on lack of English proficiency. LEP students should not receive grades of D or F

unless their lack of performance on **modified instruction** warrants such grades, for example...*not completing modified* assignments/homework, *not turning in modified* assignments/homework, not making satisfactory progress on **modified** work. LEP students will receive report card grades based on their work, **modified** as necessary in the regular classroom. Classroom teachers should **modify instruction, assignments, and tests** based on students' English language proficiencies. The use of instructional accommodations and modifications **does not** indicate that a student cannot receive the highest grade in the content area. Testing accommodations should be given to all LEP students for **every classroom test** given. **These students have the ability to receive the highest grade attainable in the content area with use of language accommodations based on the student's proficiency level.** Classroom teachers are required to maintain open communication with ELD teachers regarding appropriate expectations and assessment of EL students. Renaissance Academy must utilize the same grading system for ELs in content courses as they do for all students (e.g. pass/fail is inappropriate for EL's if other students receive a letter grade). For ELD courses or instructional periods taught by a licensed ELD teacher in an all-EL setting, any grading system that meaningfully conveys information about progress and/or achievement may be used. In addition to the information that is provided to all students, Renaissance Academy must communicate information related to English language proficiency and/or progress to parents at least three times per year. Renaissance may utilize the Student Learning Contract (SLC) to communicate English language development information to parents of ELs. Renaissance Academy includes English language development information on SLC. Renaissance Academy ensures the information provided is understandable and useful to engage parents in the education of their children.

Retention of EL's

An EL may not be retained in a grade based solely on his/her lack of English proficiency. LEAs must provide evidence that all appropriate modifications and accommodations to instruction and assessment aligned to the student's English language proficiency. This allows the EL meaningful access to the general curriculum as well as to promote second language learning.

The following individuals must be included on the team that considers the body of evidence and determines whether to reclassify an EL with a disability:

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

A single team member may fill more than one of the roles identified above. High Priority Evidence to consider: Standardized or curriculum-based assessments special education teachers and related service providers use to monitor students' progress towards IEP goals that are relevant to developing English language proficiency. Classroom observations of students' language use: Language samples demonstrating listening, speaking, reading, and writing skills , student work samples or portfolios , teacher input on students' English language development progress, family input on

students' language development and use at home, data related to how the student was initially identified as an EL, review of English learner services across the most recent four years to ensure the student has received adequate English language development instruction and language support for content learning during that time. This will be saved in the students file.

EL's suspected of having a disability

Some EL's may have a disability and qualify for special education services. This could be determined at the time of enrollment if a student arrives with a valid individualized education program (IEP) or at some point during the school year. All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction must be in compliance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Regulations. This section only describes those aspects of policy for ELs with disabilities that are not contained in special education regulations, policies, and guidance. See the Department's Bureau of Special Education website for access to all related regulations, policies, guidance, and FAQs. Right to dual services LIEP and special education programming are not mutually exclusive. Special education services do not replace English language development services or vice versa. ELs must be afforded all supports, resources, and programming for which they are eligible. In other words, ELs are eligible for special education services if they meet IEP eligibility criteria and, conversely, students with a disability are eligible for English language development programming if they are identified as an ELs. There is no waiting period for making a disability determination for an EL. A child must not be determined to be a child with a disability if the determinant factor for that finding is lack of English proficiency. English language development instruction or English as a second language is part of an EL's general academic program and must be included in an academic program for ELs with disabilities. This content must be delivered by a properly trained and certified ELD teacher or by a special education teacher who is working in collaboration with an ELD teacher. The IEP team, an ELD professional and an ELD Coordinator, must take into account the language needs of an EL with a disability when considering program design and placement.

EL's with Disabilities - taking the ACCESS for ELLs®

Alternate ACCESS for ELLs: The Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) for students in grades 1-12 who are classified as English language learners (ELLs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs® assessment.

Monitoring of former ELs

An ELD specialist and the PIMS coordinator include LIEP uniform procedures in accordance with state requirements for actively monitoring the progress of former ELs (FELs) for a period of two years after reclassification and reporting FELs to the state for an additional two years (total of four years of monitoring status). Monitoring is to be completed by the ELD specialist and stored in the students personal file.

Active Monitoring Period

First two years after reclassification an ELD specialist must ensure that ELs do not struggle academically as a result of persistent language barriers. In order to do this, Renaissance Academy developed and implemented a process for actively monitoring students' progress and achievement in the general academic program delivered without specialized, planned language supports.

Renaissance Academy is free to create their own process, but it must, at a minimum, include tracking student progress in all core academic classes and soliciting feedback from core academic teachers periodically throughout the school year with sufficient frequency to preclude a student falling significantly behind.

Additional Monitoring Period

Third and fourth years after reclassification RACS is required to continue reporting FELs to the state in PIMS for an additional two years after the active monitoring period. Districts are not required to actively monitor the progress and academic achievement of FELs in the general education program during these years. At the end of the fourth year after reclassification, ELs are coded as Former ELs and no longer monitored for the remainder of their time in school.

Re-designating former ELs

If it is determined during the active monitoring phase that an EL is struggling academically as a result of persistent language barriers, then the district must have plans in place to re-designate that former EL as an active EL and re-enroll him/her in the LIEP. The district must demonstrate that the FEL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic supports and/or interventions.

After looking at a FEL's student learning contract an ELD specialist, ELD Coordinator and the classroom teacher determine the re-designation of the FEL. FELs who have been re-designated as active ELs must meet the state-required criteria to be reclassified as FELs. In cases such as these, the monitoring process starts over from year 1 upon the second reclassification.

State Assessments Accommodations for PSSA and Keystone Exams

Renaissance Academy must involve the appropriate school personnel in the determination of appropriate accommodations for ELs. The ELD teacher, the ELD education coordinator, other classroom teachers, the test administrator or coordinator, a parent, the principal or counselor and the student (when appropriate) may be involved in this determination. Identifying the appropriate accommodations should be a collaborative process and should include content area teachers consulting with ELD teachers. For dually-identified students, the IEP team should be aware of EL-specific needs and should cooperate in identifying EL-specific accommodations. This determination must be done at least annually on an individual basis and must not be done for groups of ELs. For dually-identified students, the IEP team should be aware of EL-specific needs and should cooperate in identifying EL-specific accommodations.

This determination must be done at least annually on an individual basis and must not be done for groups of ELs.

In 2007 the USDE released guidance on participation of LEP students (ELs) in state assessments. This flexibility allows EL students in their first 12 months of enrollment in U.S. schools an option of taking the Reading PSSA and are not required to take the PSSA ELA test. All ELs are required to participate in the Mathematics PSSA and the Science PSSA with accommodations as appropriate. The Mathematics PSSA scores of ELs in their first year of enrollment in U.S. schools as defined above will not be used to determine performance (the percent proficient or higher) for federal accountability status. Their participation will be counted for federal accountability purposes.

Should first-year ELs choose to participate in the ELA PSSA assessment, their performance will not be included but their participation will be counted for federal accountability purposes. Should they choose not to participate, their lack of participation will not count against the school or district. Students who are expected to exit EL services in the current school year should be encouraged to take the ELA PSSA.

The USDE guidance also provides flexibility in determining who can be included in the EL subgroup. Because EL students exit the EL subgroup once they attain English language proficiency, schools and districts may have difficulty demonstrating improvements on state assessments for these students. The USDE allows schools, districts, and states to include in the EL subgroup those students who have exited an ELD education program within the past two years. When completing the demographics page, school personnel should take care to code it appropriately.

The two-year monitoring period begins from the date the student exits the ELD program as defined by the district's multiple exit criteria in its ELD Program Plan. All ELs required to take the Keystone Exams. ELs will take the Keystone Exams for federal accountability purposes. The same subject area participation guidelines for ELA, Mathematics and Science PSSA tests are applied to the Keystone Literature, Biology and Algebra I Exams.

School personnel should consider the following in determining the appropriate accommodations: The student's familiarity with the accommodations to be used. Current accommodations used in day-to-day instruction and assessment are appropriate. New accommodations unfamiliar to students should not be introduced to students for the first time when they are taking the PSSA or Keystone Exams. An annual review of the student's progress in English language proficiency and academic achievement will help teachers, supervisors, parents, and administrators determine which accommodations are still appropriate given the student's current knowledge.

All accommodations should be documented in the student's file and recorded on the accommodations section of the PSSA or Keystone Exams.

Four separate accommodations are allowed:

1. Word-to word translation dictionaries, without definitions, pictures, or internet connection for Mathematics PSSA, Keystone Algebra I and the Science PSSA or Keystone Biology only; not for any part of the ELA PSSA or Keystone Literature

Exam. Electronic dictionaries that provide word-to-word translations may be used by ELs for the Mathematics PSSA, Keystone Algebra I, Science PSSA, and Keystone Biology but not for the ELA PSSA or Keystone Literature Exam, but again no devices that provide definitions or pictures can be used. Devices with internet access must have the access disabled or be limited to the above definition.

2. Qualified interpreters and sight translators for Mathematics PSSA or Keystone Algebra I and Science PSSA or Keystone Biology only; not for any part of the ELA PSSA test (except for the writing prompts of the ELA PSSA writing section) or Keystone Literature Exam.
3. Spanish/English Mathematics and Science PSSA and Keystone Algebra I and Biology Exams. Interpreters may be used for any language other than English. They may not answer clarifying questions that may be asked about test questions and/or test content. The only clarifications that may be offered in English or in the native language are clarifications of the test directions. An interpreter may be used to present the content of the test (test questions, answer choices, labels, descriptions of scenarios, and other test material) for the Mathematics PSSA, Keystone Algebra I, Science PSSA and Keystone Biology only. Presentation of the content of the ELA PSSA or Keystone Literature Exam by an interpreter is not permitted, with the exception of the essay prompts on the writing section of the ELA.
4. All of these accommodations are voluntary and not mandatory. Once a student has exited an ELD Program that student is eligible for the same accommodations available to non-EL students.

General School Activities

All students enrolled in the RACS ELD Program are permitted and are encouraged to attend and/or participate in any extra-curricular activities they choose as long as they follow the guidelines set out in the RACS Student Handbook.

Participation in the Annual State Required World-Class Instructional Design and Assessment (WIDA)

All students enrolled in the RACS ELD Program are required to take in the annual State required World-Class Instructional Design and Assessment. (WIDA); Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs). An ELD Teacher/ Coordinator must administer the ACCESS for EL's and must keep their assessment certifications current.

The district is responsible for keeping up-to-date with the Annual State English Language Proficiency Assessment Timeline posted on the [Pennsylvania Department of Education's ELD webpage](http://www.wida.us/states/Pennsylvania). (www.wida.us/states/Pennsylvania)

Testing Accommodations

The testing accommodations allowable for ELs on state academic achievement assessments are published annually by PDE. Testing accommodations allowable for ELs on the ACCESS for ELLs® are published annually by the WIDA Consortium. Visit the PDE Assessment and Accountability webpage for information on testing and testing accommodations. Visit the WIDA Assessment webpage for information on testing and testing accommodations for the ACCESS EL's.

Completion of RACS ELD Letters/Forms

The following letters/forms must be completed for each student enrolled in the RACS ELD Program in a timely manner, corresponding with the student's progression through the program.

Home Language Survey- This form is to be completed by every student enrolled in Renaissance Academy Charter School's parent(s)/guardian(s). It is designed to determine the student's native and/or primary language. If the student's first language is other than English, he/she must be administered the WIDA ACCESS Placement Test by the ESL Teacher/ Coordinator.

Family Interview- The purpose of the family interview is to gather additional information to determine if the student is an EL.

Parent/Guardian Notification and Permission for Student ELD Enrollment- This letter is to be completed if both the ELD Teacher/ Coordinator and the student's parent(s)/guardian(s) agree that the student should be enrolled in the RACS ELD Program. This letter is to be kept in the student file of any student who has been enrolled in the RACS ELD Program.

Continuation of ELD Services letter- This letter is to be used to recommend that an EL continue the **ELD** Program.

Re-designation of (ELs) as (Fel)s former EL's Letter- An exited EL might need to re-enroll back into the ELD Program as a (Fel)s due to the need of additional assistance in academic areas that are being affected by language barriers. Re-enrollment may likely occur after the review of a student's Post-Exit EL Monitoring Form is completed.

Post-Exit EL Monitoring Forms- This form is to be completed in trimesters by the classroom teacher and returned to the ELD coordinator. There is also a part for the ELD Specialist for input.

Note: There is an elementary form and a middle/high school form.

Reclassification from the ELD Program

PDE has developed specific reclassification criteria for all ELs, including ELs with IEPs, based on multiple measures. All ELs, including those with disabilities, must meet the state-required exit criteria in order to exit an ELD program.

English Learners with an Individualized Education Plan

When making recommendations regarding reclassification from the LIEP for ELs who meet the above criteria, the IEP team, including an ELD specialist, should review the following evidence: Historical formal and informal assessment data and direct teachers' (ELD and Special Education) input.

Ongoing formative assessment data may come from checklists, inventories, and other formative evaluations designed to identify the levels of academic functioning and English language proficiency of the student. The input of a school psychologist or other school professionals may be requested, as necessary, to help determine whether the additional exit criteria are warranted. Direct teacher input should provide further insight into the student's classroom performance and needs, and should include, if applicable, documentation of interventions, anecdotal notes, and other evidence drawn from sources such as classroom-based observations and classroom activities.

Monitoring of ELs with IEPs after Language Instructional Program Exit Monitoring of the academic progress of ELs who have been reclassified is required for four years after reclassification from the language instruction educational program and appropriate records of student progress must be maintained. ESSA Section 3121(a)(5) Monitoring may include any or all of the following:

Periodic review of grades, local assessments, required state assessments, teacher observation, teachers may implement appropriate interventions to assist students who are not meeting benchmarks in core content areas. Monitoring is not an extension of the language instruction educational program. Students who are monitored cannot be counted as ELs in any state or federal data collection systems for the purpose of acquiring state or federal funding.

For accountability purposes, an LEA must report on the academic achievement of an EL for each year of the four years after such student has achieved English language proficiency and no longer receives ESL services. These data must include results on content assessments for reading/language arts, mathematics, and science.

Every Student Succeeds Act (ESSA) Data Requirements Under ESSA Section 3121, an LEA must disaggregate by English learners with disabilities in reporting the number and percentage of ELs making progress toward English language proficiency, and in reporting the number and percentage of former ELs meeting State academic standards for each of the four years after they no longer receive Title III services.

(Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), p. 37)

Exiting the ELD Program

Those students who are enrolled in the RACS ESL Program and have been recommended for a change in placement and have met the criteria may be exited from the program.

These requirements meet the national and state guidelines for exiting students from schools' English Language Instructional Programs. There is also a part for the ELD Specialist for input.

These guidelines are stated below.

Pennsylvania State Required Exit Criteria

for Pennsylvania's English Language Instructional Programs for English Language Learners

The exit criteria provided below for English Language Learners (EL's) represent valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program. Every LEA must include the following exit criteria in the LEA's Program Plan for EL's. These required exit criteria ensure consistent measures across LEAs for exiting EL's from English language instructional programs. Assurance of implementation of the exit criteria by LEAs will take place within the Federal Programs' Monitoring/Consolidated Program Review and the LEP System Review.

Program exit from the Pennsylvania English language instructional program for English language learners takes place annually between June and September. LEP status of students for the current school year must be determined by September 30 and reported in the PIMS October District and School Enrollment Collection. Students reported as current English language learners in the PIMS October District and School Enrollment Collection cannot exit the English language instructional program from October until June.

RECLASSIFICATION

The final step in an EL's progression is reclassification from the program. To be exited from an ELD program in Pennsylvania, the learner must meet the two following qualifications: All ELs to be reclassified must achieve a composite score of 4.5 on the WIDA ACCESS 2.0 Exam. And, they must achieve a minimum score of 10.5 of 16 from two language use inventories completed by an ELD program specialist and a core subject teacher. Exiting can only be done from June 1 to September 30 each year. Upon exit, a learner will be monitored for a period of four years. **NOTE: The KW-APT may only be administered to a student once in any school year.**

Additional District Requirement

ELRS System

The district is responsible for completing the annual data collection system for the Pennsylvania Department of Education (PDE). The purpose of the English Learner Reporting System (ELRS) is to collect information about language instruction educational programs (LIEPs) and Title III services for the purpose of reporting data to the U.S. Department of Education. Each year school districts, charter schools, and comprehensive AVTS/CTC must complete the ELRS regardless of EL enrollment. The window for submissions begins in March of each year and all reporting must be completed by June 1. Extensions may be authorized by PDE on a case-by-case basis.

Resources:

[PA Department of Education website ESL page](http://www.pde.state.pa.us/esl) (www.pde.state.pa.us/esl)

[Department of Education Website](http://www.education.pa.gov) (www.education.pa.gov)

[World-class Instructional Design and Assessment Consortium \(WIDA\)](http://wida.wisc.edu)

(wida.wisc.edu)

[Home Language Survey \(HLS\)](http://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/ESL/Home%20Language%20Survey.docx) (www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/ESL/Home%20Language%20Survey.docx)

[Family Interview, Screening, Identification and Placement](https://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/English%20As%20A%20Second%20Language/Pages/Identification-Placement-Exit.aspx#)

(https://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/English%20As%20A%20Second%20Language/Pages/Identification-Placement-Exit.aspx#)

[Parent Opt Out Form](https://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/ESL/ELD%20Parent%20Opt-out%20Form.docx)

(https://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/ESL/ELD%20Parent%20Opt-out%20Form.docx)

[State required Reclassification, Monitoring, and Re-designation of English Learners \(ELS\)](http://www.education.pa.gov) (www.education.pa.gov)

[PDE ELD Portal](http://www.eslportalpa.info/) (www.eslportalpa.info/)

[Basic Education Circulars \(BECs\)](https://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/PA%20Code/Educating%20English%20Learners%20(EL).pdf)

(https://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/PA%20Code/Educating%20English%20Learners%20(EL).pdf)