

Central Dauphin School District

Language Instruction Educational Program (LIEP)

2025 - 2026

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Introduction

The Central Dauphin School District (CDSB) is deeply committed to ensuring that every student, regardless of their linguistic background, receives an education that is both equitable and academically rigorous. English Learners (ELs) are a vital part of our learning community, and this Language Instruction Educational Program (LIEP) serves as a guiding document to ensure their success. The LIEP aligns with all Pennsylvania Department of Education (2025) mandates, the guidance found in the Basic Education Circular (2017), and describes the district's systematic approach to identifying, instructing, supporting, and assessing ELs to guarantee their academic achievement and acquisition of English language proficiency. The LIEP is evaluated for effectiveness, on an annual basis, in alignment with the Pennsylvania Department of Education (2025) guidelines.

English Learner Demographics

CDSB currently serves an expansive EL population, composed of over 2,200 students who speak more than 30 different native languages (Future Ready Index PA, 2025). This linguistic diversity is a strength that enhances our classrooms and fosters a global learning environment. The most commonly spoken languages among our ELs include Nepali, Spanish, Arabic, Haitian Creole. Our EL students are distributed across all grade levels from Kindergarten through twelfth grade and represent a wide spectrum of English language proficiency, ranging from newcomers with no English exposure to students transitioning out of LIEP services.

Identification of English Learners

Under Title VI of the Civil Rights Act of 1964, schools must identify and support English Learners to ensure their academic success (U.S. Department of Education, Office of English Language Acquisition, 2025). In Pennsylvania, Local Education Agencies (LEAs) must follow the steps outlined in the Pennsylvania Department of Education's English Learner Identification Procedure K-12 (2025) during the enrollment process, including the optional use of an interpreter so that parents can obtain the information in a language they understand. Central Dauphin School District follows the guidelines to identify, screen, and place EL students appropriately and in a timely manner.

Review of the Home Language Survey

The first step in PDE's English Learner Identification Procedure K–12 (2025) is the review of the Home Language Survey (see Appendix), which is completed by all parents or guardians during the student registration process in Central Dauphin School District. If an interpreter is needed to assist with the registration process, the district provides one at no cost to the family. The Home Language Survey (HLS) helps identify students who may be eligible for English Language Development (ELD) services. If a language other than English is indicated on any item of the HLS, district-trained ELD staff complete the remaining sections of the PDE English Learner Identification Procedure K-12 (2025), including the family interview and record review.

Screening Protocols

The results of the aforementioned sections determine if a student will be screened with a standardized screening tool from the World Class Instructional Design and Assessment (WIDA, 2025), a non-profit, cooperative group formed from a consortium of state departments of education. The specific steps for the appropriate WIDA test to administer to students can be found in the PDE EL Identification Procedure K-12 (2025) document.

Placement

Once the WIDA Screener is complete and proficiency scores are calculated, the English Language Development (ELD) staff utilize this comprehensive data to make two crucial, concurrent determinations. First, they formally determine whether a student qualifies as having Limited or Interrupted Formal Education (LIFE), and second, they recommend the most appropriate Language Instruction Educational Program (LIEP) based on the student's current English language proficiency and full educational background. For students who also have an Individualized Education Program (IEP), the ELD staff engage in mandatory cross-departmental collaboration with Special Education staff. This collaborative approach is essential to determine both the student's LIEP placement and the necessary academic supports, in full accordance with PDE guidance, ensuring that each student's language development and legally mandated individualized learning needs are met.

Following the finalization of this comprehensive program placement determination, the district adheres to strict federal and state reporting requirements by immediately creating an active service record within the district's Student Information System (SIS). This electronic record serves as the official administrative documentation of the student's eligibility, the date of program entrance, and the initiation of ELD services. Data integrity is prioritized by ensuring the SIS record includes explicit notations for all relevant student statuses, including those identified with the unique LIFE designation. This accurate and timely data management is crucial for compliance auditing, appropriate resource allocation, and ensuring that all staff are fully informed to deliver specialized academic instruction required for the district's multilingual learners.

Reconsideration Process for Potential English Learners

While the English Learner identification process follows thorough state and federal guidelines, the Central Dauphin School District recognizes that, in rare cases, a multilingual student may not initially be identified as eligible for English Language Development services because they did not meet the criteria outlined by PDE. To ensure all students receive the appropriate support, the district has established a reconsideration process that can be implemented on a case-by-case basis. Please note that if a student was previously screened using the WIDA Screener at any grade level and did not meet the criteria for ELD services based on these standardized test results, the school administrators should seek assistance from MTSS groups as noted in the next paragraph.

Following an official determination that a student does not meet the formal criteria for English Language Development (ELD) services based on the outcomes of the WIDA screener, the school's Multi-Tiered System of Supports (MTSS) team assumes a critical and proactive role. To ensure that multilingual students who did not formally qualify for ELD still receive equitable access to necessary instructional support, the MTSS teams are mandated to conduct a diagnostic review of the student's WIDA Screener performance data. This review moves beyond the composite score to pinpoint specific linguistic needs identified across the four language domains (Listening, Speaking, Reading, and Writing). The MTSS team then actively collaborates with general education and content-area teachers to design and implement targeted, standards-aligned

linguistic accommodations and interventions. This structured, tiered approach provides a necessary academic safety net, guaranteeing that potential underlying language-related learning gaps are addressed through differentiated instruction and ongoing data monitoring, thereby preventing academic difficulties from escalating. This commitment reflects the district's dedication to MTSS fidelity and its core belief that all students with emerging language needs must be fully supported.

The district maintains a clear, systematic pathway for formal reconsideration for students initially deemed ineligible for English Learner (EL) services. Specifically, if a student was disqualified based on initial intake data (such as a Home Language Survey that indicated English is the only language spoken in the home, responses gathered during a family interview, or existing record review documentation) any school-based student support or assistance team may initiate a request for re-evaluation. This action is a critical measure of due diligence, ensuring that emerging or contradictory linguistic evidence is not ignored. A referral form, the Request for Language Support (see Appendix), may be completed by any staff member working directly with the student, and is specifically intended to collect objective, substantive, and meaningful evidence about the student's language development that strongly suggests influence from another language exposure. This request triggers the formal re-evaluation steps outlined in PDE's English Learner Identification Procedures. Completed forms are submitted according to the established timeline within the document's flowchart, ensuring an immediate and rigorous review by an interdisciplinary team consisting of the school-based student support team, ELD staff, and the district's central ELL Specialists for determination of next steps.

Parent Notification

After identification and placement decisions are made, families must receive a clear explanation of the recommended Language Instruction Educational Program (LIEP), including their right to refuse specialized ELD services. If a parent or guardian chooses to decline all or part of the LIEP, they must contact the ELD teacher in their child's building. The ELD teacher will then inform the district's ELL Specialists, who will follow up with the family to review the Pennsylvania Department of Education's (2025) policies and procedures, outline their rights,

and, if applicable, provide the necessary waiver documentation. If no response is received from the parent or guardian, the district may proceed with the recommended initial placement.

In addition to the LIEP, the district may offer supplemental services funded through Title III, such as after-school tutoring, summer programming, or technology based supports. In compliance with federal mandates, families must be notified of these opportunities and their right to decline participation in direct Title III services. A lack of response from the parent or guardian may be treated as implied consent to participate. However, this opt-out right does not apply to indirect Title III services, such as teacher professional development or curriculum enhancements, which support program improvement rather than individual instruction.

Scheduling

Students must be scheduled based on their Language Instruction Educational Program (LIEP) placement and current English language proficiency level. It is the school's responsibility to ensure that all teachers working with an English Learner (EL), including both ELD and general education staff, have access to the student's language proficiency information. This includes WIDA ACCESS scores, Can-Do Descriptors, Key Uses, and other relevant data that inform differentiated instruction and support.

All English Learners (ELs) in the Central Dauphin School District are guaranteed equitable access to the full scope of coursework across all mandated content areas. Their access and academic success are ensured through differentiated instruction in core classes, which is supported by language accommodations, modifications, and scaffolding, all aligned to the student's current English language proficiency level. English Learners will also receive language support explicitly designed to accelerate their language acquisition. This support may be provided through a pull-out, push-in, or consultative model. Where necessary, students also access additional academic interventions, such as Tier 2 or Tier 3 supports, delivered through the established MTSS framework, ensuring both linguistic and academic needs are met.

At the elementary level, English Learners (ELs) benefit from comprehensive differentiated instruction across all core content areas, including language arts, mathematics, science, and social studies. When assessment data indicates a need for academic acceleration

beyond language development, students are provided with necessary academic interventions. Scheduling support for elementary ELs is designed collaboratively by ELD specialists and school teams, a process which is vital for ensuring that instructional decisions maximize time in core content while simultaneously reflecting progress toward both academic goals and language development benchmarks.

At the middle and high school levels, ELs are scheduled into English and Reading courses based on their language proficiency, academic data (such as ACCESS scores and benchmark assessments), and individual learning needs. Based on the data, ELs can either be scheduled for courses with a general education teacher or an ELD teacher. Whether receiving instruction from a general education teacher or an ELD teacher, the student is exposed to the grade-level curriculum and Common Core Standards, and teachers differentiate instruction using research-based techniques. ELD teachers are also trained to use the WIDA Standards, in addition to Common Core Standards, when teaching language. Therefore, students are exposed to grade-level content and can access this content at a level that is appropriate for their language needs. General education teachers work closely with ELD staff to ensure that instructional strategies and assessments are appropriately differentiated to meet the needs of English Learners that attend their courses. It is critical to ensure that ELs are not restricted from participating in electives or other courses of interest due to their EL status. If a scheduling conflict arises, adjustments must be made to support student choice and access, ensuring that ELs have equitable opportunities to explore a full range of academic and extracurricular offerings.

The vigilance afforded by the district's Multi-Tiered System of Supports (MTSS) framework extends to monitoring instructional effectiveness and ensuring appropriate placement within the schedule. If a current English Learner (EL) is not making expected academic progress—a status often revealed through classroom monitoring and benchmark data—and the MTSS team's subsequent data review strongly indicates the presence of non-language-related learning barriers, the team is formally authorized to initiate a Special Education referral. This critical diagnostic process is strictly formalized and guided by the use of the Checklist for Referral of ELs (see Appendix). By mandating the use of this data-informed checklist, the district ensures that second language acquisition is definitively *not* the sole factor driving referral decisions, thereby maintaining MTSS fidelity and legal compliance within the instructional

program. Similarly, the MTSS team proactively applies this systematic review to identify potential Giftedness. If an EL student demonstrates compelling indicators of advanced aptitude or high achievement, the MTSS team is responsible for initiating the appropriate gifted referral process, ensuring language proficiency does not mask or delay the identification of exceptional talent.

Program Design, Instructional Models, and English Language Development

Central Dauphin School District follows the instructional guidelines outlined in the Pennsylvania Basic Education Circular (PDE, 2017). Our program design is classified as Mixed Classes with English Only Support, which uses data to determine whether students receive direct language instruction, push-in support within content-area classrooms, or collaborative consultations among staff. Each approach provides targeted English language development while ensuring that English Learners maintain full access to grade-level academic content.

Instruction incorporates a range of effective strategies, including the use of visuals, graphic organizers, realia (real-life objects), and manipulatives to support comprehension. Academic vocabulary is taught explicitly, and lessons are scaffolded with front-loaded background knowledge to build understanding. Teachers differentiate tasks using the WIDA Can-Do Descriptors and WIDA Key Uses, promoting engagement through cooperative learning, peer collaboration, and flexible grouping. Assessments and rubrics are modified to align with students' English language proficiency levels, ensuring fair and meaningful evaluation of learning.

All instruction is aligned with the WIDA English Language Development Standards and the Pennsylvania Core Standards. The curriculum is designed to help ELs develop the language skills necessary for academic success, including vocabulary, academic language, and language structures across content areas. Lessons are differentiated according to language proficiency levels and are supported by a variety of instructional materials and resources—including visual supports, graphic organizers, and technology tools—to enhance comprehension and engagement.

State and Local Assessment and Accommodations of English Learners

To ensure English learners (ELs) have equitable access to grade-level content and can demonstrate their knowledge and skills, the Local Education Agency (LEA) provides appropriate assessment opportunities with accommodations aligned to individual student needs. Both state-mandated and locally selected assessments are used to measure academic growth and language development. These assessments, when paired with allowable accommodations, help teachers and administrators make informed instructional decisions while upholding state and federal accountability requirements.

In addition to districtwide assessments, ELs participate in state-mandated assessments as required by the Pennsylvania Department of Education (PDE, 2025). These assessments provide consistent, standardized measures of student achievement and ensure alignment with Pennsylvania Core Standards. Accommodations, such as extended time, small-group settings, or use of word-to-word bilingual dictionaries (when permitted), are provided in accordance with each student's proficiency level and individualized needs.

All identified English Learners (ELs) participate in the annual WIDA ACCESS for ELLs assessment (Grades K–12) or the Alternate ACCESS for students with significant cognitive disabilities (Grades K–12). These federally mandated assessments measure English language proficiency in listening, speaking, reading, and writing. The results guide program placement, instructional planning, and reclassification decisions. There is no opt-out option for English language proficiency testing. Additionally, any accommodations given to students must be documented in their Individualized Education Program and must follow all WIDA guidelines. WIDA Accommodations can be found in the reference links.

The Pennsylvania Department of Education (PDE, 2025) requires all students, including English learners, to participate in state-mandated assessments as part of the Commonwealth's accountability system. These assessments include the Pennsylvania System of School Assessment (PSSA) for grades 3–8, the Keystone Exams in Algebra I, Literature, and Biology, PASA, and other assessments as determined by PDE. English learners are expected to participate in these assessments with allowable accommodations that provide equitable access while

maintaining the validity of the test. Participation in mandated assessments ensures that the progress of English learners is measured consistently across the state and that schools receive reliable data to guide instruction, inform resource allocation, and meet federal and state reporting requirements.

Enrollment data is collected and provided by the Personal Identification Management System (PIMS) Coordinator and assists in identifying students who have resided in the United States and have been enrolled in school for one year or less. These students are exempt from the ELA PSSA and Literature Keystone exams, as explicitly outlined in the Accommodations document from PDE (2025). The specific guidance regarding these and other accommodations is provided to district staff at the beginning of each school year.

English Learners (ELs) participate in all district and classroom assessments alongside their peers. These include Acadience Reading and Math, common formative and benchmark assessments, performance tasks, and other classroom-based measures. Testing accommodations must be both regularly used during classroom instruction and proven effective in supporting the student's access to academic content. Accommodations for these assessments may include extended time, small group testing, oral administration of directions, use of glossaries or dictionaries, and simplified language when appropriate.

Decisions regarding testing accommodations are made collaboratively by the ELD teacher, general education teachers, and any relevant support staff. These decisions should be documented in the student's Ellevation records and are communicated to all involved staff prior to assessments. This process ensures that testing accommodations are appropriate, effective, and consistently implemented across settings.

Grading Policies

According to the Pennsylvania Department of Education's Basic Education Circular (BEC, 2017), English Learners (ELs) must be graded using the same grading system as all students. However, grades for ELs must reflect the student's progress and achievement within the context of their current English language proficiency level. Teachers are expected to make appropriate accommodations and adjustments in assignments, assessments, and expectations

based on each student's WIDA Can-Do Descriptors, Key Uses, and English language proficiency level, ensuring that ELs are provided with meaningful opportunities to demonstrate their understanding.

Central Dauphin School District's grading policies emphasize that English Learners must not be penalized for their level of English proficiency. Instead, ELs should be assessed and graded on their ability to demonstrate understanding of concepts and skills, using supports and scaffolds that allow them to access grade-level content. Grading is based on what students can do at their current stage of language development, not in direct comparison to native English speakers.

Collaboration between ELD teachers and general education teachers is essential to ensure that accommodations are consistently applied in classroom instruction and assessments, and that grades reflect a fair and accurate measure of the student's learning. Clear communication with families is also a key component, ensuring they understand how their child's grades are determined and how they reflect progress in both academic content and English language development.

Reclassification and Monitoring Processes

Reclassification Process

The Language Instruction Educational Program (LIEP) in the Central Dauphin School District adheres to Pennsylvania's state-defined criteria for the reclassification of English Learners (ELs) from English Language Development (ELD) services. Reclassification decisions are made through a comprehensive, data-driven process that ensures students are prepared to succeed in the general education setting without additional language support.

Reclassification is based on multiple measures established by the Pennsylvania Department of Education (PDE). The primary criterion is the student's performance on the annual ACCESS for ELLs assessment, which measures English language proficiency in the domains of listening, speaking, reading, and writing. To be eligible for reclassification, a student must achieve the minimum overall composite score determined by PDE and demonstrate proficiency as outlined in the state's reclassification point system.

In addition to ACCESS results, teacher input is gathered through PDE-approved Language Use Inventories, which provide evidence of a student's ability to apply English skills in academic and social settings. These inventories, completed by content-area and/or ELD teachers, ensure that reclassification decisions reflect the student's daily language use and readiness to meet grade-level expectations independently.

For English learners who have an Individualized Education Program (IEP), reclassification follows the same PDE criteria, but the IEP team may play an additional role in reviewing the student's performance and ensuring that both language proficiency and disability-related needs are considered. When students participate in the Alternate ACCESS for ELLs due to significant cognitive disabilities, reclassification decisions are based on the Alternate ACCESS results in combination with the Language Use Inventories and IEP team input. This process ensures that all factors impacting the student's ability to demonstrate English proficiency are taken into account.

All reclassification decisions are formally documented and permanently maintained within the student's official academic record (typically within the Student Information System, or SIS). This critical record-keeping function is managed by designated ELD staff or school administration to ensure accuracy and compliance. Following the official decision, parents and guardians are provided written notification that their child has met the state criteria for reclassification out of the Language Instruction Educational Program. To adhere to federal requirements, the district implements a mandatory four-year monitoring process following reclassification. During this period, the academic progress of the student is closely tracked, and appropriate instructional or academic supports are made immediately available should the student experience difficulty transitioning out of ELD services.

Monitoring After Exit

The Central Dauphin School District is committed to ensuring the long-term success of former English Learners after they exit English Language Development (ELD) services. Students who have met the reclassification criteria are monitored for a period of four years, as outlined in state and federal guidelines, to ensure they continue to make academic progress and thrive in the general education setting.

During the four-year monitoring period, the district conducts regular academic reviews, including quarterly evaluations of students' grades, assessment results, and classroom performance, via a software platform that is designed to monitor EL progress. ELD teachers and content-area teachers collaborate to observe the student's participation, engagement, and ability to access grade-level content without additional language support. When a concern is raised by a staff member or family member in terms of a student's academic progress, data and progress are reviewed to ensure that any emerging concerns are identified early and addressed appropriately. This ongoing dialogue fosters a partnership between the school, students, and families, ensuring that the transition out of ELD services is smooth and that students receive any necessary support to maintain academic success. Monitoring reports are submitted to the Pennsylvania Department of Education (PDE, 2025) throughout the four-year period to document student progress and ensure compliance with state and federal requirements. This comprehensive, multi-faceted approach ensures that former English Learners continue to build on their academic success and reach their full potential.

Redesignation Protocol

The Central Dauphin School District is committed to supporting students' academic and language development even after they exit English Language Development (ELD) services. If a student continues to struggle with academic English across settings, the ELL Specialists may initiate the PDE redesignation protocol, ensuring the concern is language-based rather than tied to general academic challenges. For example, difficulties linked to content knowledge are addressed through standard academic supports, while persistent language needs may warrant redesignation.

This decision is made collaboratively by a team that includes the student's ELD teacher, content-area teachers, administrators, and family members, who review assessment data, classroom performance, teacher feedback, and family input to determine the most appropriate support. The district ensures that all redesignation decisions are carefully documented, and families are informed in a language they understand. This process reflects the district's commitment to maintaining high expectations for all learners while remaining responsive to the individual needs of English Learners and Former English Learners alike.

Professional Development

Central Dauphin School District is committed to employing qualified ELD teachers who hold appropriate certification in English as a Second Language (ESL) and to providing all staff with ongoing professional development opportunities focused on best practices for working with English Learners, as required under BEC (2017) and federal law. Collaborative professional development offerings include, but are not limited to, training on WIDA standards, instructional strategies for language development, culturally responsive teaching, and data-driven decision-making. In addition, new teachers participate in required EL-focused training as part of their induction program, ensuring they are familiar with the foundational principles of language acquisition, instructional strategies, and legal requirements for supporting ELs.

In addition to formal professional development offered by the district, instructional coaches also play a key role in supporting classroom teachers by offering guidance on research-based teaching strategies, effective accommodations and modifications, and the design of lessons that integrate language and content learning. This collaborative approach to professional learning ensures that all educators are equipped to provide high-quality, equitable instruction to every student, regardless of their language background. The district regularly evaluates the effectiveness of staff training and uses feedback to refine professional development offerings.

Family & Community Engagement

The Central Dauphin School District is deeply committed to fostering strong partnerships with families and the broader community to support the success of English Learners. Recognizing families as vital partners in the educational process, the district ensures that communication is accessible to all families by providing information in families' preferred languages through translated documents, interpreter services, and district-approved interpreters for phone calls and meetings. This commitment to language access ensures that all families are fully informed about their child's education and can participate meaningfully in their learning journey.

Family engagement opportunities are thoughtfully designed to empower families as active participants in their child's education. The district offers multilingual family nights and cultural celebrations. As family needs are identified, targeted workshops will be developed and implemented. Central Dauphin is committed to emphasize the importance of connecting families with community-based resources and services that address needs beyond the classroom. To provide this support, the district collaborates with local organizations to connect families to resources for critical supports such as housing assistance, employment services, adult ESL and General Educational Development (GED) programs, healthcare, and mental health counseling.

Services for Non-Public Schools

Central Dauphin School District provides equitable services and support to eligible English Learners (ELs) enrolled in non-public schools located within the district's boundaries, in accordance with federal Title III and Title I equitable services requirements. The district collaborates closely with non-public school administrators through timely and meaningful consultation to identify English Learners, assess their language proficiency, and develop an equitable services plan that meets the needs of students in non-public schools. The process for identifying English Learners in non-public schools mirrors the PDE procedures used for identifying ELin the public school. If a student is identified as an English Learner in non-public schools, the school receives Title III-funded services that are supplemental to the instructional program offered by the non-public school.

The district provides a variety of support and resources as part of equitable services for non-public schools while maintaining compliance with all federal regulations governing equitable services. Based on the needs of the non-public school, these services may include supplemental instructional materials to enhance language learning, and access to professional development opportunities for non-public school staff focused on best practices for supporting English Learners. Central Dauphin School District consults with non-public schools on a monthly basis to ensure ongoing communication and collaboration around the provision of equitable services.

English Learner Identification and Support in AEDY Programs

Central Dauphin School District follows the same process for identifying English Learners (ELs) in an Alternative Education for Disruptive Youth (AEDY) setting as it does for any new student enrolling in the district. If it is determined that a student requires screening for English Language Development (ELD) services, ELL Specialists typically administer a paper version of the WIDA Screener for students placed in off-site AEDY programs. This practice ensures reliability given the uncertainty of technological resources at some AEDY sites and is allowable under PDE guidelines.

Based on each student's English language proficiency level and data collected from academic measures provided by the school of attendance, the student will receive appropriate ELD instruction through a variety of instructional modalities. Language instruction is delivered by a properly certified ELD teacher from the Central Dauphin School District. The ELD teacher and ELL Specialist collaborate closely with AEDY program content teachers to ensure that each EL receives necessary scaffolds and instructional supports.

All English Learners in AEDY programs will have equitable access to district programs and services in accordance with the regulations governing AEDY placements. Communication with parents or guardians will be conducted in their preferred language and mode of communication. Placement in the AEDY program will follow the program's established structure and instructional framework for all students.

English Learners enrolled in an AEDY program will also participate in the state-mandated ACCESS for ELLs (or Alternate ACCESS) assessment. Students will receive the same testing accommodations provided to ELs enrolled in district schools. Due to potential limitations in technology at AEDY sites, the ACCESS or Alternate ACCESS assessment will be administered in a PDE-approved paper format by a trained ELD staff member at the AEDY location. All EL students placed in an AEDY program will be monitored in accordance with PDE's reclassification, monitoring, and re-designation criteria. Any student in monitoring status will continue to follow the district's monitoring protocols throughout their AEDY enrollment.

Conclusion

The Central Dauphin School District stands firm in its belief that every student deserves access to a high-quality education that affirms their identity and unlocks their potential. Our LIEP is not only a compliance document but a statement of our values: equity, inclusion, and academic excellence. Through sustained efforts in instruction, assessment, family engagement, and professional development, CDSD ensures that ELs receive the support necessary to thrive. By recognizing the importance of language and culture in the educational experience, CDSD cultivates a learning community where diversity is celebrated and multilingualism is seen as an asset. We remain committed to supporting educators, connecting with families, and empowering every learner to thrive. For additional information or assistance, please contact CDSD's English Language Learner Specialists or the Director of Pupil Services.

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Appendix

[Home Language Survey](#)

[Request for Language Support](#)

[MTSS Checklist for Referral of ELLs](#)