



Mifflin County School District

ESL HANDBOOK

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Mission Statement

The mission of the English Language Development (ELD) Program in Mifflin County School District is to provide instruction and support to foster the linguistic, academic, personal, and social growth of English Learners (ELs).

Goals and Objectives

The purpose of the English Language Development (ELD) program is to create a culturally responsive and diverse environment where students acquire English and are given the opportunity to develop the language skills necessary to communicate for social and academic purposes. To meet this goal, instruction addresses the ELD and Pennsylvania Core Standards in the four domains: Reading, Writing, Speaking, and Listening. Our belief is that instruction should be tailored to the individual needs of each student. The ELD program aims to develop both basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP), as described in the Basic Education Circular (BEC) for ELs.

Program Goals

Program-specific

- Facilitate English language acquisition through the skills of listening, speaking, reading, writing, and comprehension.
- Help students learn to use English effectively to participate and succeed in academic, social, extracurricular, and community environments.
- Provide educational experiences that will prepare students academically, and will empower them with the skills and knowledge necessary to maximize their learning potential.
- Facilitate the acculturation process by exposing students to the customs, traditions, and behavioral expectations of their new surroundings.
- Orientate students and their families to the school and the community.
- Encourage students to continue to value and celebrate their cultural heritage, and maintain their native languages.
- Ensure social integration for students who may be placed in Alternative Education for Disruptive Youth Programming and their families.

District-wide

- English learners acquire full proficiency in English at or better than expected growth.
- Classroom teachers and administrators understand and accept the specific language acquisition needs of ELs and actively seek ways to better serve this population.
- Non-English parent(s) are provided access to participate in their child's education on an equal basis as their English-speaking peers (communication in a mode and language they can understand, timely notification of the English Language acquisition progress of their child, opportunities to participate in district programs)
- Collect data and analyze to monitor EL progress by grade level and WIDA levels to better inform evaluative practices.
- Create standardized policies and procedures to create a uniform ELD program.

Student Identification and Placement

Enrollment

Mifflin County School District is required to identify ELs at the time of enrollment per the BEC for ELs, section titled Screening, Identification, and Placement.

Identification

Mifflin County School District must notify parents of the identification and programming options, and appropriately place the ELs into a language instruction educational program (LIEP). This process must be completed within the first 30 calendar days of school or within 14 calendar days of enrollment if a student enrolls after the first day of school. The specific requirements for carrying out this process for pre-K through 12th grade students are outlined in the EL Identification Procedure K-12 document.

All ESL specialists were trained in the newly created Identification Procedures during the 2018-19 school year. Each year, new ESL specialists are trained on these procedures.

Level 1 Screening

The Home Language Survey is included in the registration packet for all students. Upon completion, the building specific ESL specialist examines this document for languages other than English. If the parent indicates use of a language other than English on any of the 3 initial questions, then a Level 2 Screening is necessary.

Level 2 Screening

The Level 2 Screening form, EL Identification Procedure K-12, recommends the process and procedure as to whether testing and additional information is required for evaluation into the ELD Program. The building specific ESL Specialist is responsible for the completion of the Level 2 screening form. All students involved with Level 2 screening are entered on the PHLOTE list maintained by the ESL coordinator.

The academic records audit for acceptable evidence includes proficient scores from standardized summative or interim tests in English, passing grades (B or higher or meets standards) in core content classes conducted in English, and/or work samples (reading and writing). If records are not available, then screening is required.

If testing is needed, the WIDA Screener or the WIDA MODEL is administered per WIDA protocol and PDE criteria.

The Level 2 Screening results, once completed, are filed in the permanent student folder.

If screening has determined the student to be classified as an EL, the building specific ESL specialist notifies the ESL coordinator. All teachers of ELs will receive screening information, WIDA CAN DO DESCRIPTORS, and accommodations needed for ELs' social and academic success.

Placement

If the student, based on PDE screening criteria [EL Identification Procedure K-12](#), is declared an EL, parents/guardians are notified with type of testing, the results of that testing, and the recommended program placement. A detailed description of the LIEP, its intended benefits for their children, and an explanation of its effectiveness is also provided.

Parental Right to Refuse Special Services

Parents/guardians have the right to refuse ESL Services. Refusal of ESL programs and/or services indicates an informed, voluntary decision by the parent/guardian to not have the child placed in any separate, specialized ESL service or instructional program. A "waiver" indicates a desire by the parent/guardian to waive the child from participation in all or some of the ESL programs or services offered by the school. Parental refusal does not exempt students from annual language proficiency testing per state requirements. If parents/guardians wish to opt-out of ESL Services, they must contact the ESL coordinator.

Additional information regarding our district's obligations can be found in the [Guidance for Parent Right to Refuse the LIEP](#).

LIEP Description

Daily ESL instruction is conducted by both ESL Specialists and non-ESL teachers throughout the school day. ESL instruction is provided in both pull-out and push-in models. The pull-out instruction provides an opportunity for direct ELD instruction from the certified ESL Specialist, while push-in instruction enables ESL Specialists to support instruction in the general education environment with accommodations and modifications provided to the curriculum where appropriate.

ESL Planned Instruction

The ESL instruction is provided by certified ESL teachers with the goal of increasing language development and proficiency. All teachers in the ESL Program have the ESL Program Specialist certification along with an Instructional I or Instructional II certificate.

Mifflin County School District's program combines both dedicated time for ESL instruction and may also include push-in into content area classrooms for specialized content-driven ESL instruction. If an EL is identified as a newcomer, ELD instruction is provided by the ESL Specialist in a pull-out setting. Additionally, more pull-out instruction is provided to students with lower levels of English Language proficiency. All ESL Instruction is conducted in English.

The ESL teachers collaborate with the content teachers to plan and discuss appropriate accommodations and scaffolds for the ELs in their classes. It is anticipated that by the end of the school year our ELs will have increased their proficiency in all four domains: reading, writing, speaking, and listening. Based upon the needs of our EL population, a combination of theories is utilized. Theories include behaviorist (vocabulary acquisition), interactionist (engaging and presenting opportunities for communication), comprehensible input based on Krashen's theory (i+1), and Vygotsky's Zone of Proximal Development.

Hours and method of delivery of instruction are determined based on student needs in the four language domains and may include instruction for background knowledge and specialized vocabulary in the content areas.

Guidelines are as follows and may include a combination of direct instruction in a pull-out setting or push-in support in the regular education classroom. This is determined by collaboration between the ESL Specialist and regular education teachers:

- K-5
 - Level 1-2: 1-2 hours/day
 - Level 3-4: 30 min - 1.5 hour/day
 - Level 5: 15 - 30 min/day
- 6-7
 - Level 1-2: 2 - 4 periods a day
 - Level 3: 1 - 2 periods a day
 - Level 4 - 5: 1 period a day
- 8-12
 - Level 1: 4-6 periods/6-day cycle
 - Level 2-3: 1 - 3 periods/day
 - Level 4-5: 1 period/day

ESL Curriculum is aligned to the PA Core Academic Standards and the PA English Language Development Standards in conjunction with the WIDA Performance Definitions (Speaking and Writing and Listening and Reading) and WIDA Can-Do Descriptors.

The English Language Development courses in Mifflin County School District do not replace any core content courses in a student's academic program unless it is for a limited time not to exceed one school year. The LEA has a plan for immediately mitigating any academic gaps that result (e.g. in the case of a newcomer program).

Planned ESL Instruction in Content Areas

Content teachers deliver content-embedded ESL in structured collaboration with a certified ESL teacher who provides resources and recommendations for accommodations for ELs. The ESL Specialist consults and/or co-teaches with content teachers to ensure the content is comprehensible for the EL based on the ELs' English language proficiency level. All teachers are provided with professional development in effective instructional strategies for ELs as outlined in the District PD Plan.

ESL must be incorporated into all classes taught by non-ESL licensed teachers in which ELs are enrolled. These teachers are responsible for deliberately planning for and incorporating language instruction as well as supports, modifications, and accommodations customized to the English language proficiency of an individual EL so that the EL can achieve academic success. Content instruction and assessment must be comprehensible for the EL based on their proficiency level.

Codified content curriculum should include scaffolding and accommodations based on English level proficiency and grade level.

Reclassification, Redesignation, and Monitoring

Mifflin County School District follows PDE guidelines for Reclassification, Monitoring and Redesignation as follows:

- Reclassify ELs as former ELs (FELs) when they attain proficiency,
- Actively monitor the progress of FELs for a period of two years after reclassification and report students to the state in a monitor status for an additional two years, and
- Re-designate FELs as active ELs if they struggle academically as a result of persistent language barriers.

Reclassification

Exiting (Reclassification) the ESL Program is accomplished by meeting the reclassification criteria as defined by PDE. A minimum WIDA ACCESS composite score of 4.5 indicates that the EL may be eligible for reclassification. In addition to the WIDA scores, two language use inventories are to be completed. At least a 10.5 score combining the converted WIDA ACCESS composite score with the two language use inventories indicate the student may be reclassified. The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores of 4.0 or greater, are likely to reach the threshold. In some cases, students who were not identified as likely to reach the ACCESS score threshold and for whom no language use inventories were completed will unexpectedly achieve a score exceeding the threshold and the inventories should be completed as soon as the ACCESS scores are received.

The ESL Specialist must:

- Select content teachers who will complete the inventories - ELA teacher (in most cases) along with ESL Specialist
- Train staff to use the rubrics and evaluate the students' language use
- Hold teachers accountable for completing the inventories

If an EL qualifies to be reclassified, parent notification should include WIDA ACCESS score and information about the 2-year monitoring period. The ESL coordinator needs to be informed of the reclassification prior to the October PIMS snapshot.

Criteria for ELs with Disabilities

An EL with a disability who has not met the criteria outlined above may be considered for reclassification if:

- The student has an IEP, AND
- The student has been continuously enrolled in an LIEP for at least four years, AND
- The student's overall composite proficiency level score on the ACCESS for ELLs® has not increased by more than 10% between any two years or total over the three most recent testing cycles, AND
- The school has documented evidence that the student has been provided with the appropriate level of language support, including ESL instruction, throughout his/her enrollment in the LIEP, AND

- A school-based team recommends reclassification.

A specialized reclassification form is provided in the PDE [Reclassification, Monitoring and Redesignation](#) document.

Criteria for ELs taking the Alternate ACCESS test

ELs who are eligible for and take the Alternate ACCESS for ELLs® may be considered for reclassification when:

- They achieve a score of at least P2 on two consecutive administrations of the test OR achieve the same score for three consecutive administrations of the test, AND
- The IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

Monitoring

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) is the responsibility of the ESL Specialist/Coordinator.

Monitoring first two years

A process for actively monitoring students' progress and achievement in the general academic program delivered without specialized, planned language supports is conducted for two years after reclassification. Our district tracks student progress in all core academic classes and solicits feedback from core academic teachers quarterly throughout the school year to preclude a student falling significantly behind.

Monitoring additional two years

Our district continues to report FELs to the state in PIMS for an additional two years after the active monitoring period. At the end of the fourth year after reclassification, ELs are coded as Former ELs in PIMS.

Redesignation

If it is determined during the active monitoring phase that an FEL is struggling academically as a result of persistent language barriers, then the FEL may be redesignated as an active EL and be re-enrolled in the LIEP.

Through the quarterly monitoring form or teacher referral, FELs can be identified as needing language support. In those cases, documentation must be reviewed to verify that the FEL is truly in need of language support as a result of persistent language acquisition needs and not academic needs. A meeting of all affected stakeholders, including administrators, teachers, and ESL Specialists, along with selected samples of work is to be held to decide the reasons for the academic performance. Only if it is

determined in that meeting that the FEL is struggling due to English language proficiency is redesignation applicable.

FELs who have been re-designated as active ELs must meet the state-required criteria to be reclassified as FELs again. In cases such as these, the monitoring process starts over from year one upon the second reclassification.

Annual Notification

The building specific ESL specialist will notify parents/guardians of currently enrolled ELs with the following information within 30 days of the start of each school year:

- A notification of their child's continued participation in the LIEP
- A description of the LIEP including its intended benefits for their children and an explanation of its effectiveness
- A notification of their right to refuse services as previously discussed in the Student Identification and Placement section.

Grading Policy

Policy on grading of ELs in content classes

- All EL students should receive grades for each marking period they have been in attendance.
- An EL cannot fail based on language; these students need accommodations and modifications to achieve at their personal best. All teachers are required to differentiate instruction and assessment (including grades) to align with the *WIDA Can-Do Descriptors* that coincide with the English language proficiency level of their EL students. For downloadable copies of the *WIDA Can-Do Descriptors* visit: <https://wida.wisc.edu/teach/can-do/descriptors>
- The classroom teacher gives the grade, but should collaborate with the ESL teacher.
- The classroom teacher adapts the content material in order to give the student comprehensible input.
- The ESL Specialist and the content teacher confer about how best to adapt the material for the EL.
- The classroom teacher adapts the assessment in order to make it authentic and make it relate to the comprehensible input. The assessments and accommodation may include, but are not limited to, the following:
 1. oral assessments (interview)
 2. portfolio
 3. observation
 4. anecdotal notes
 5. projects
 6. multiple grading (achievement, progress, effort)
 7. eliminate some distractors from multiple choice assessments
 8. give the student more time
 9. read the assessment to the student
 10. provide a scribe for the student
 11. allow the use of dictionaries

12. allow the use of class notes
 13. allow the use of texts
 14. conferences
- After teachers have adapted the material, adapted the assessments and conferenced with the ESL teacher, the EL, guidance counselor, and parents/guardians, the teachers may then fail an EL for the following reasons:
 1. Inadequate effort put forth to achieve
 2. Willful resistance toward learning after all attempts have been made to accommodate the learner

Policy on grading of ELs in ESL only classes

The ESL teacher may grade the ELs on any scale preferred. Fairness in content-area classes requires that teachers grade ELs and non-ELs in a coordinated way. That requirement does not apply to ESL classes.

Retention Policy

An EL may not be retained in a grade based solely on his/her lack of English proficiency. Evidence must be provided to show that all appropriate modifications and accommodations to instruction and assessment aligned to the student's English language proficiency (WIDA Can-Do Descriptors) to allow the EL meaningful access to the general curriculum as well as to promote second language learning were implemented and documented over time prior to considering grade retention. (BEC for ELs)

Documentation may include: student work, grade book, benchmark assessments, attendance records, and results of standardized tests. A meeting or several meetings over time with stakeholders (administrators, content teachers, ESL Specialist, parents/guardians, and others) must be held to discuss the possible retention with the documentation present.

Annual Testing Requirements

ACCESS for ELLs 2.0®

The annual state English language proficiency (ELP) assessment, ACCESS for ELLs 2.0®, is required by federal law. The results of the state ELP assessment are used to measure students' English language proficiency and progress in each of the four language domains (reading, writing, speaking and listening).

Testing accommodations due to IEPs and 504s are made in accordance with the WIDA ACCESS for 2.0® Administration Guide.

There is no provision that allows parents to opt their children out of annual ELP testing.

Each student's original ACCESS for ELLs 2.0® score result report is placed in the student's permanent record folder by the building specific ESL specialist.

The ESL coordinator shares the results of each student's ACCESS for ELLs 2.0® testing with the appropriate ESL teacher. Copies of score reports are shared by the building specific ESL specialist with each student's content area teachers.

A copy of the score report is mailed by the building specific ESL specialist to parents with the accompanying letter provided by WIDA.

Pennsylvania State System of Assessment (PSSA) and Keystone Exams

ELs participate in all other annual state-required assessments (e.g., PSSA, Keystone Exams) according to those testing guidelines.

Student Participation in Related and Extra-Curricular Activities

ELs must be given the opportunity to participate in all school-related activities and extracurricular clubs, which are determined at the building level and based upon teacher interest in advising the clubs and activities, as well as student interest.

Guidelines for ELs with Disabilities

Some ELs 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. See PDE'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 ESL 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 ESL programming if they are identified as ELs.

Identification

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.

Programming Considerations

ESL instruction is part of an EL's general academic program and must be included in academic programs for ELs with disabilities. This content must be delivered by a properly trained and certified ESL Specialist directly and by a special education teacher who is working in collaboration with an ESL Specialist.

The IEP team, which must include an ESL professional, must consider the language needs of an EL with a disability when considering special education identification, program design, and placement.

Reclassification of ELs with Disabilities

An EL who has a disability must meet the state's definition of English proficient in order to be reclassified as a FEL. This definition and the provisions for reclassification can be found in the Reclassification, Monitoring, and Re-designation of ELs section.

Guidelines for ELs with Suspected Gifted Abilities

LIEP and gifted programming are not mutually exclusive. Gifted services do not replace ESL 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 gifted services if they meet GIEP eligibility criteria and, conversely, students with a gifted designation are eligible for ESL programming if they are identified as an ELs.

There is no waiting period for making a gifted determination for an EL. A child must not be denied gifted testing or services if he or she is an EL.

Migrant Students

Some migrant children may also be identified as ELs. The ESL coordinator should be informed of migrant children to update records.

Area Vocational-Technical School (AVTS) and Career and Technology Center (CTC)

ELs may not be denied access to participate in programs at AVTSs/CTCs based solely on English language proficiency. ELs participating in vocational programs must receive ESL instruction appropriate to their level of proficiency and content-area instruction must be aligned to the student's English language proficiency level. Comprehensive AVTS/ CTC schools are responsible for providing the LIEP and staffing for ELs as outlined in this document.

The school counselor with consultation from the ESL Specialist should communicate the English Language Proficiency of an EL to the AVTS or CTC for appropriate accommodations.

Non-Public Schools

Identifying non-public EL students

If our school district is within the geographic boundary of the non-public school, Mifflin County School District will screen the students to determine EL status. Our school district will count the non-public students who qualify as an EL on our District Fact Sheet Template within PIMS on the October submission and the May EL PIMS Data Collection.

Mifflin County School District will provide a letter to each non-public school at the beginning of each school year indicating how they may access our services.

Federal and Other Programs

If our school district accesses other Federal Program grants, such as Title I, Title IIA, and Title IV, we will coordinate services to maximize support to our teacher and our ELs. ELs are eligible to receive the services within those programs.

Family and Community Involvement

Communication with Parents

Communication with parents/guardians is in the preferred mode and language as specified in the Family Interview or other parent/guardian meetings. The types of documents to translate include at a minimum: school registration and enrollment instructions, EL Notification letter to include type of assessment, score, reason child was identified as an EL, description of LIEP, parental right to refuse specialized instruction, expected timeline for achieving proficiency, notices required by Special Education laws and regulations, grievance procedures and notices of non-discrimination, student discipline policies and procedures, report cards and progress reports, notices of parent-teacher conferences, information regarding gifted and talented programs, results of ACCESS for ELLs® 2.0 test, requests for parent permission for student participation in school activities, and other like-type parental communication.

If the parents' language is not a common language, then a cover page explaining in the parents'/guardians' language is provided on how they may have the document translated orally.

To provide parents/guardians with effective communication, interpreters or translators must understand and be able to express in both languages any specialized terms or concepts used in the communication. It is also important that translators or interpreters understand the ethics of interpreting and translating and the need for confidentiality.

Siblings and friends of the parents/guardians should not be used unless requested by the parent for parent/teacher conferences. At the parent's/guardian's request, a friend may be used for interpretation and/or translation. LEAs must verify that the parent/guardian is aware that the friend will be listening to confidential information and document that this was discussed with the parent/guardian. At the parent's/guardian's request, a sibling older than 18 (out of the K-12 school system) may be used for interpretation and/or translation. Again, the LEA must verify and document that the parent/guardian is aware that the sibling will be listening to confidential information.

For meetings such as IEP reviews, behavioral health, and detailed data analysis discussions, specialized translators knowledgeable about the intended content should be used.

Community Involvement

Outreach to parents of ELs to inform the parents regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency and succeed academically is the responsibility of all members of our school district. This includes holding, and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents of ELs.

Program Evaluation

Evaluations of LIEPs must be conducted at least annually and the results documented and reported to the state through the English Learner Reporting System (ELRS). The ESL coordinator completes the ELRS report prior to the established PDE deadline. Determinations to make changes to an LIEP based on program evaluations may be made annually, although more time for a program to produce positive results before taking action may be considered as long as that time is reasonable based on the program design and expected outcomes.

Evaluations must be based on student outcomes rather than program inputs. For example, a program evaluation may not be based on the number of hours that teachers collaborate each week, the amount of funds spent on resources, or the implementation of a particular intervention or support. A program evaluation should include evidence of student growth toward proficiency in English and academic achievement. The Future Ready PA Index and Growth to Target Tables are used to measure growth of individual students and the program as a whole.

If requested, parents/guardians may obtain a copy of the previous year's program evaluation or ELRS report.

Data Reporting

The Pennsylvania Information Management System (PIMS) and the English Learner Reporting System (ELRS) must be completed annually. PIMS and the ELRS provide data and information on student numbers, teachers, 22 Pa. Code §4.26 compliance, and Title III.

Professional Development

District Staff

Annual professional development related to ESL for all district personnel working with ELs is part of the Professional Development Act 48 Plan. Input into this Act 48 Plan includes the ESL Specialists/Coordinator.

ESL Staff

Opportunities for professional development for ESL staff should be made available. Programs may include IU ESL workshops, PATTAN workshops, PDE in-person or web-based programs, PDE conferences such as the annual MEP/ESL Conference. Other conferences could include annual TESOL conference, annual WIDA conference, and Center for Applied Linguistics.

Title III

Our school district receives annual Title III funding. The purpose of this funding is:

1. to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English
2. to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet
3. to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth
4. to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings
5. to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

LEAs must use Title III EL funds for three activities:

1. Providing effective language instruction educational programs (LIEPs) that meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement
2. Providing effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of LIEPs), principals and other school leaders, administrators, and other school or community-based organizational personnel
3. Providing and implementing other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which must include parent, family, and community engagement activities, and may include strategies that serve to coordinate and align related programs

Federal and Other Programs

If our school district accesses other Federal Program grants, such as Title I, Title IIA and Title IV, we will coordinate services to maximize support to our teacher and our ELs. ELs are eligible to receive the services within those programs.

Complaint Resolution Policy

Parents, guardians, or students with concerns regarding the district ESL program should contact the District ESL coordinator in writing. The written communication should include the nature of the problem, attempts at remediation, and proposed resolution to the problem utilizing a formalized district complaint form available in the administrative offices. If written communication is impossible due to language barriers, the parent, guardian, or student may contact the district ESL coordinator through a personal visit. The district ESL coordinator will utilize a translation service if applicable to communicate with the parent, student, or guardian in regards to the complaint or concern.

ELD Resources and Contact Information

Samantha Himler, ESL Coordinator and MCMS ESL Specialist, smh41@mcsdk12.org or (717) 242-1401
Libby Wray, MCMS ESL Specialist, ljr26@mcsdk12.org or (717) 242-1401
Seth Kilmer, LIS ESL Specialist, sak55@mcsdk12.org or (717) 242-5801
Amber Oliver, LES ESL Specialist, amo50@mcsdk12.org or (717) 242-5823
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