



2022-2023 English Learner Program Task Calendar



August 2022				
Level	Item Description	Evidence	EL Item	OLAS (Y/N)
ELEM	<p>Conduct three (3) Kindergarten orientation meetings on the Master Plan Instructional Programs for newly enrolled ELs (One meeting may have occurred during the Spring)</p> <p>The principal and/or EL Designee must ensure that parents of newly enrolled ETK-K students are provided multiple opportunities to receive information regarding the English Learner instructional programs and their rights to select an instructional program for their child.</p>	<ol style="list-style-type: none"> 1. A copy of the English Learner instructional programs informational meeting announcement(s) sent to parents (at least 3 meetings for ETK-K) 2. Sign-in(s) and agenda for the English Learner instructional programs Informational Meetings provided for parents of ELs 3. Copies of all handouts provided during the meetings <p>Note: For virtual meetings, acceptable records of announcements, sign-in (s) and agendas can be provided via google docs, zoom reports, screen shot of school website, emails sent and/or flyer. Acceptable documentation for handouts may include the PDFs or word documents distributed as electronic files.</p> <p>Resources: <u>MMED Policies:</u></p> <ul style="list-style-type: none"> • EL Kindergarten Orientation Guidelines • BUL- 112909 Notification Requirements for Parents of English Learners (ETK-12) <p><u>MMED Forms:</u></p> <ul style="list-style-type: none"> • Program Options Meeting Log • Elementary Instructional Program Options for English Learners: Spanish, English, Korean <p><u>MMED Program Options:</u></p> <ul style="list-style-type: none"> • Instructional Programs Options Brochures & Videos 	13	No

*All records/evidence must be maintained at the school site for FIVE years

Revised on: 8/11/2022

*Compensatory Education (CE)



2022-2023 English Learner Program Task Calendar



August 2022				
ALL	<p>Hold Master Plan Instructional Program Options Orientation Meeting(s) for parents of ELs in grades 1-12</p> <p>The principal and/or EL Designee must ensure that parents of 1-12, newly enrolled and continuous students are provided multiple opportunities to receive information regarding the English Learner instructional programs and their rights to select an instructional program for their child.</p>	<ol style="list-style-type: none"> 1. A copy of the English Learner instructional programs informational meeting announcement(s) sent to parents 2. Sign-in(s) and agenda for the English Learner instructional programs informational meeting(s) provided for parents of ELs 3. Copies of all handouts provided during the meeting(s) <p>Note: For virtual meetings, acceptable records of announcements, sign-in (s) and agendas can be provided via google docs, zoom Reports, screen shot of school website, emails sent and/or flyer. Acceptable documentation for handouts may include the PDFs or word documents distributed as electronic files.</p> <p>Resources: <u>MMED Forms:</u></p> <ul style="list-style-type: none"> • Program Options Meeting Log <p><u>MMED Program Options:</u></p> <ul style="list-style-type: none"> • Instructional Programs Options Brochures & Videos 	13	No
ALL	<p>Organize EL classrooms according to Master Plan guidelines</p> <p>The principal or EL Designee must ensure that all classrooms are organized in accordance with state law and district policy. The principal or EL Designee must certify that <u>all</u> EL students have been placed in the appropriate instructional program and classrooms organized in accordance with district policy.</p>	<p>ELEMENTARY:</p> <ol style="list-style-type: none"> 1. Master Plan rosters documenting the composition of <u>all</u> classrooms for <u>all</u> grade levels (language classification and ELPAC levels) <p>SECONDARY</p> <ol style="list-style-type: none"> 1. Annotated/highlighted Master Schedule, EL Student Schedule Summary, or Master Plan Roster indicating that ELs are clustered in core content classes according to the established EL Placement Policy <p>Resources: <u>MMED Policies:</u></p> <ul style="list-style-type: none"> • 2018 Master Plan for English Learners and Standard English Learners: Chapter 4 • REF-3661.4, Elementary Master Plan Program Class Organization, Instructional Services and Staffing for English Learners and Standard English Learners 	14 15	Yes

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Revised on: 8/12/22



2022-2023 English Learner Program Task Calendar



August 2022																						
			<ul style="list-style-type: none"> • REF-123302 Placement, Scheduling and Staffing for English Learners in Middle School for 2021-2024 • REF-123303 Placement, Scheduling and Staffing for English Learners in High School for 2021-2024 • REF-5994.2, Scheduling Appropriate English Language Development (ELD) Instruction for Secondary English Learners with Disabilities <p><u>MiSiS Job Aids:</u></p> <ul style="list-style-type: none"> • Generate Master Plan Roster • Resources and Job Aids 																			
ELEM	<p>Establish ELD instructional schedule for school site</p> <p>The principal and/or EL Designee must verify that ELs in all instructional programs at all grade levels are provided the required daily instructional minutes of ELD (elementary)</p> <table border="1"> <thead> <tr> <th>Master Plan Program</th> <th>Overall ELPAC Level</th> <th>Required Daily Minutes</th> </tr> </thead> <tbody> <tr> <td>L²EAP</td> <td>Levels 1-3</td> <td>60 minutes</td> </tr> <tr> <td>Mainstream English</td> <td>Levels 1-3*</td> <td>60 minutes</td> </tr> <tr> <td>Mainstream English</td> <td>Levels 4</td> <td>45 minutes</td> </tr> <tr> <td>Dual Language Two-way</td> <td>Any Level</td> <td>30-45 minutes</td> </tr> <tr> <td>Dual Language One-way Immersion</td> <td>Any Level</td> <td>45-60 minutes</td> </tr> </tbody> </table> <p>**These times may be different due to the LAUSD/UTLA Side Letter</p>	Master Plan Program	Overall ELPAC Level	Required Daily Minutes	L ² EAP	Levels 1-3	60 minutes	Mainstream English	Levels 1-3*	60 minutes	Mainstream English	Levels 4	45 minutes	Dual Language Two-way	Any Level	30-45 minutes	Dual Language One-way Immersion	Any Level	45-60 minutes	<ol style="list-style-type: none"> 1. EL Monitoring Roster 2. ELD daily schedule <p><u>Resources:</u></p> <p><u>MMED Policies:</u></p> <ul style="list-style-type: none"> • REF-3661.4, Elementary Master Plan Program Class Organization, Instructional Services and Staffing for English Learners and Standard English Learners <p><u>MiSiS Job Aids:</u></p> <ul style="list-style-type: none"> • Generate Master Plan Roster • Generate English Learner Roster • Resources and Job Aids 	14	Yes
Master Plan Program	Overall ELPAC Level	Required Daily Minutes																				
L ² EAP	Levels 1-3	60 minutes																				
Mainstream English	Levels 1-3*	60 minutes																				
Mainstream English	Levels 4	45 minutes																				
Dual Language Two-way	Any Level	30-45 minutes																				
Dual Language One-way Immersion	Any Level	45-60 minutes																				
ALL	<p>Provide Initial and Initial Alternate ELPAC training to all test examiners</p> <p>The Principal and/or EL Designee must ensure that the school test examiners participate in the initial ELPAC training.</p>	<ol style="list-style-type: none"> 1. Training agenda and sign-in 2. Signed Security Affidavits 3. Certificates for all trained T.E.s <p><u>Resources:</u></p> <p><u>Student Testing Branch:</u></p>	12	No																		

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2022-2023 English Learner Program Task Calendar



August 2022				
		<ul style="list-style-type: none"> • ELPAC.org • https://achieve.lausd.net/testing <p><u>MMED Policies</u></p> <ul style="list-style-type: none"> • Initial ELPAC policy: Training Requirements for Test Examiners on the Initial English Language Proficiency Assessments for California (ELPAC) • Initial ELPAC policy: Initial English Language Proficiency Assessments for California (ELPAC) requirements 		
SEC	<p>Monitor ELD/LTEL Course Placement</p> <p>The principal and/or EL Designee must verify that ELs in all instructional programs at all grade levels k-12, are provided the appropriate ELD or LTEL course in accordance with district policy.</p>	<ul style="list-style-type: none"> • EL Monitoring Roster as evidence of ELPAC levels • English Learner Student Schedule Summary Report <ul style="list-style-type: none"> • Highlight ELD/ LTEL placement • Annotate students in mainstream per parent request and/or 12th graders completing A-G requirements in lieu of ELD/LTEL course • Evidence of SSPT placement/progress monitoring for: <ul style="list-style-type: none"> • Students beginning their third consecutive year as LTELs <p>Resources: <u>MMED Policies:</u></p> <ul style="list-style-type: none"> • REF-5994.2. Scheduling Appropriate English Language Development (ELD) Instruction for Secondary English Learners with Disabilities • REF-123302 Placement, Scheduling and Staffing for English Learners in Middle School for 2021-2024 • REF-123303 Placement, Scheduling and Staffing for English Learners in High School for 2021-2024 <p><u>MiSiS Job Aids:</u></p> <ul style="list-style-type: none"> • Generate Master Plan Roster • Generate English Learner Roster • Resources and Job Aids 	14	No

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2022-2023 English Learner Program Task Calendar



September 2022				
Level	Item Description	Evidence	EL Item	OLAS (Y/N)
ALL	<p>Ensure all classes with ELs have EL service section attributes entered in MiSiS</p> <p>The principal and designated staff members must monitor the school's master schedule to ensure that all course sections with one or more English Learner(s) reflect the instructional services provided to the English Learner(s). EL instructional services are recorded in MiSiS by adding an EL service section attribute to each section in which one or more English Learner is enrolled. The principal monitors classroom instruction and certifies that EL instructional services are being provided in the indicated sections.</p>	<ol style="list-style-type: none"> MiSiS Section Attributes Report documenting that EL section attributes have been entered and updated as appropriate to reflect services provided in all sections in which one or more EL(s) is enrolled Signed English Learner Instructional Services Certification Form <p>Resources: <u>MiSiS Job Aids:</u></p> <ul style="list-style-type: none"> Adding Section Attributes for English Learner Services Resources and Job Aids <p><u>MMED Forms:</u></p> <ul style="list-style-type: none"> EL Instructional Services School Certification Form 	14 15	No
ALL	<p>Administer and score all Initial and Initial Alternate ELPAC assessment within 30 calendar days for students enrolled from the beginning of the year (or during the school year, within two weeks of child being placed in program).*</p> <p>The principal, EL Designee, and/or ELPAC Coordinator must ensure that the initial ELPAC assessment is administered to all newly enrolled students whose primary language is not English, including students with disabilities, within established timelines.</p>	<ol style="list-style-type: none"> Annotated Master Plan (or other) Roster indicating that all students were assessed with the initial ELPAC assessment and the date(s) tested <p>Resources: <u>MiSiS Job Aids:</u></p> <ul style="list-style-type: none"> Generate Master Plan Roster <p><u>Student Testing Branch:</u></p> <ul style="list-style-type: none"> Initial ELPAC Administration Instructions 2022-2023 Online Initial ELPAC Test Administration Manual https://achieve.lausd.net/testing 	3	No
ALL	<p>Distribute the Initial Notification of Enrollment by September 13, 2022</p> <p>The principal and/or EL designee must ensure that all parents/guardians of newly enrolled ELs have received the</p>	<ol style="list-style-type: none"> Copies of the Initial Notification of Enrollment and Placement in an Elementary Instructional Program for English Learners or Initial Notification of Enrollment and Placement in a Secondary Instructional Program for English Learners (Copies are to be maintained on file until the letter has been completed and signed by the parent/guardian, returned to 	3 CE 9	No

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2022-2023 English Learner Program Task Calendar



September 2022				
	<p>Initial Notification of Enrollment and Placement in an Elementary Instructional Program for English Learners or Initial Notification of Enrollment and Placement in a Secondary Instructional Program for English Learners at the time of enrollment.</p> <p><u>Note:</u> This requirement is ongoing as new potential ELs enroll</p>	<p>the school, and filed in the blue Master Plan Folder in the student's cumulative record)</p> <p>2. Evidence that the signed letters were filed in the students' cumulative records</p> <p><u>Note:</u> Parent notifications, letters, and parent signatures can be obtained through alternate formats: U.S. mail and utilizing on-site support whenever possible.</p> <p>Resources: <u>MMED Policies:</u></p> <ul style="list-style-type: none"> BUL- 112909 Notification Requirements for Parents of English Learners (ETK-12) <p><u>MMED Forms:</u> Initial ELPAC Parent Notification Letter</p>		
ALL	<p>Distribute the Initial Assessment Results by September 13, 2022</p> <p>The principal and/or EL designee must ensure that all parents/guardians of newly enrolled ELs have received the Initial Parent Notification of Language Test Results and Confirmation of Program Placement letter no later than 30 calendar days after the beginning of the school year/track (or during the school year, within two weeks of child being placed in program).</p> <p><u>Note:</u> This requirement is ongoing as new potential ELs enroll</p> <p>Due to the Covid-19 Pandemic, this timeline is subject to change based on guidance and approval from the CDE. To be compliant, ELPAC Coordinators and test examiners must be trained in order to ensure readiness to test as guidance and conditions change.</p>	<p>1. Copies of the Initial Parent Notification of Language Test Results and Confirmation of Program Placement letters sent to parents (Copies are to be maintained on file until the letter has been completed and signed by the parent/guardian, returned to the school, and filed in the blue Master Plan Folder in the student's cumulative record.)</p> <p>2. Evidence that the signed letters were filed in the students' cumulative records</p> <p><u>Note:</u> Parent notifications, letters, and parent signatures can be obtained through alternate formats: U.S. mail, Adobe sign, and utilizing on-site support whenever possible.</p> <p>Resources: <u>MMED Policies:</u></p> <ul style="list-style-type: none"> BUL- 112909 Notification Requirements for Parents of English Learners (ETK-12) <p><u>Student Testing Branch:</u></p>	3 CE 9	No

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2022-2023 English Learner Program Task Calendar



September 2022				
		<ul style="list-style-type: none"> https://achieve.lausd.net/testing 		
ALL	<p>Distribute the Annual Notification of Assessment Results and Confirmation of Program Placement by September 13, 2022</p> <p>The principal and/or EL designee must ensure that all parents/guardians of continuing ELs have received the Annual Assessment Results and Program Placement for English Learners letter no later than 30 calendar days after the beginning of the school year. Returned letters completed and signed by the parent/guardian are to be filed in the blue Master Plan Folder in the student's cumulative record.</p> <p>This requirement does not apply for newly identified ELs within the 2022-23 academic year.</p>	<ol style="list-style-type: none"> Copies of the Annual Assessment Results and Program Placement for English Learners letters sent to parents (Copies are to be maintained on file until the letter has been completed and signed by the parent/guardian, returned to the school, and filed in the blue Master Plan Folder in the student's cumulative record.) Evidence that signed letters were filed in the cumulative record <p><u>Note:</u> Parent notifications, letters, and parent signatures can be obtained through alternate formats: U.S. mail, Adobe sign, and utilizing on-site support whenever possible.</p> <p>Resources: MMED Policies:</p> <ul style="list-style-type: none"> BUL- 112909 Notification Requirements for Parents of English Learners (ETK-12) 	3 CE 9	No
ALL	<p>Establish and train Student Support and Progress Team (SSPT) on their roles and responsibilities</p> <p>The Principal and/or EL Designee must identify the members of the Student Support and Progress Team (SSPT) for the current school year and complete the Student Support and Progress Team Membership Form. SSPT forms, policy, and resources can be accessed at http://sspt.lausd.net. SSPT information for individual students is entered in MiSiS.</p>	<ol style="list-style-type: none"> Sign-in(s) and agenda(s) for SSPT meetings A copy of the completed student Support and Progress Team Membership Form <p>Resources: MMED Policies</p> <ul style="list-style-type: none"> BUL-6730.1, A Multi-Tiered System of Support Framework for the Student Support and Progress Team FERF-43782, Implementing a Multi-Tiered System of Supports 	14 15	No

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2022-2023 English Learner Program Task Calendar



September 2022				
ALL	<p>Monitor EL Student Progress school-wide as part of the SSPT</p> <p>The principal and/or EL Designee must ensure the academic progress of ELs is regularly monitored. For all English learners, teachers are to review the data, plan supports, interventions, and reclassification awareness activities. The principal and/or the EL Designee must also work with the teacher to analyze data to determine which additional students are to be recommended for reclassification in accordance with district policy.</p>	<ol style="list-style-type: none"> 1. Annotated EL Monitoring Roster(s) to show EL students who are not making minimum progress expectations, as well as support to be provided to ELs not meeting minimum progress expectations towards meeting the reclassification criteria. 2. Completed English Learner Progress Expectation Plans (ELPEP)/EL Progress Profiles for English learner as evidence of data chats between teachers and ELs to ensure action steps are in place for students to meet minimum progress expectations by first reporting period. <p>Resources: <u>MiSiS Job Aids:</u></p> <ul style="list-style-type: none"> • Generate Master Plan Roster • Generate English Learner Roster • https://achieve.lausd.net/misisjobaids <p><u>MMED Forms:</u></p> <ul style="list-style-type: none"> • Student Support and Progress Team Forms <p><u>MMED Policies:</u></p> <ul style="list-style-type: none"> • REF 070901.1 Monitoring English Learners' Academic Progress, ETK-12 • BUL-6730.1, A Multi-Tiered System of Support Framework for the Student Support and Progress Team 	14 15	Yes*
ALL	<p>Plan and provide professional development specific to English Learner students K-12</p> <p>PD is provided to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:</p> <ol style="list-style-type: none"> 1. Designed to improve the instruction and assessment of ELs; 2. Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs; 	<ol style="list-style-type: none"> 1. School professional development plan (highlight PD descriptions specific to ELs/teachers of ELs) 2. School professional development calendar (highlight PD dates/titles specific to ELs/teachers of ELs) 3. Notifications, agendas, materials, and sign-ins for professional development specific to ELs <p>Resources: <u>MMED Policies</u></p>	12	Yes

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2022-2023 English Learner Program Task Calendar



September 2022				
	<p>3. Effective in increasing the student’s English language proficiency or substantially increasing the teacher’s subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation; and</p> <p>4. Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher’s performance in the classroom.</p>	<ul style="list-style-type: none"> • MEM-6015.10, School-Site Professional Development Priorities and Bank Time Tuesday for Elementary Schools (2022-2023) • MEM-5788.13, School-Site Professional Development Priorities and Bank Time Tuesday for Middle and High Schools (2022-23) 		
ALL	<p>Create blue Master Plan folders for any newly identified English Learners</p> <p>A Master Plan Folder must be established and maintained for every EL as part of the student’s cumulative record (CUM) and must be made available for review during school-site, district, state, and federal compliance reviews. It serves as a repository of Master Plan program information for the student.</p>	<p>Resources: <u>MMED Policies</u></p> <ul style="list-style-type: none"> • BUL- 3448.3, Master Plan Documentation for English Learners, ETK-12 		No

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2022-2023 English Learner Program Task Calendar



October 2022				
Level	Item Description	Evidence	EL Item	OLAS (Y/N)
ALL	<p>Correct all EL program data in MiSiS for the Fall Language Census before October 05, 2022</p> <p>The principal and/or EL designee must ensure that that English Learner (EL) and Reclassified Fluent English Proficient (RFEP) student data in MiSiS is up to date and accurate, in accordance with district policy, by the census date. Information from this survey will become the school's official Language Census data.</p>	<ol style="list-style-type: none"> 1. Certify reports—dated and annotated to indicate corrections and update 2. MiSiS reports as appropriate—dated and annotated to indicate corrections and updates 3. Copies of correspondence with other schools/school districts when obtaining student data such as language classification and CELDT/ELPAC results 4. Copies of faxes/communications to the School Information Branch regarding EL student data <p>Resources: <u>MMED Policies:</u> REF-6906.4, Fall Census For Elementary and Secondary Schools <u>MiSiS Job Aids:</u></p> <ul style="list-style-type: none"> • Adding Section Attributes for English Learner Services • Initial Student Classification and Placement • Update Master Plan Instructional Program • Generate Master Plan Roster • Resources and Job Aids 	3	No
ALL	<p>Conduct classroom observation of Designated and Integrated ELD (on-going)</p> <p>The principal and/or EL designee must ensure that professional development designed to improve the instruction and assessment of English Learners is included in the school professional development plan and professional development calendar. The principal must ensure that follow-up observations of integrated and designated ELD instruction are conducted to determine the effectiveness of the professional development.</p>	<ol style="list-style-type: none"> 1. One class observation of integrated ELD instruction (core content areas) and 2. One class observation of designated ELD instruction (ELD time/course or LTEL course) <p>Resources: <u>MMED ELD Standards:</u></p> <ul style="list-style-type: none"> • ELD Observation Tool -5x8 Card • ELD Observation Tool – Form • Teaching and Learning Framework 	12	Yes

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2022-2023 English Learner Program Task Calendar



October 2022				
	NOTE: In remote teaching and learning settings, classroom observations will need to be conducted virtually.			
ALL	<p>Identify staff/team support for PLTEL and LTEL</p> <p>The principal must ensure that an LTEL Designee is assigned to monitor Long-Term English Learner student progress and placement, and to maintain communication with each PLTEL or LTEL and his/her family.</p>	<p>1. LTEL/PLTEL Designee Form</p> <p>Resources:</p> <p><u>MMED Policies:</u></p> <ul style="list-style-type: none"> REF-070901, Monitoring English Learners' Academic Progress, ETK-12, Attachment F 	<p>14</p> <p>15</p>	No

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2022-2023 English Learner Program Task Calendar



November 2022				
Level	Item Description	Evidence	EL Item	OLAS (Y/N)
ELEM	<p>Monitor RFEP student progress school-wide as part of SSPT</p> <p>The principal and/or EL designee must ensure that the academic progress of all RFEP students is regularly monitored for a minimum of four years. The Student Support and Progress Team meets to review the performance and progress of RFEP students, using the RFEP Monitoring Roster. If an RFEP student is not making satisfactory progress, the SSPT must meet to develop an intervention instructional plan with specialized support, following the Problem Solving Approach. Monitoring and support should continue after four years for RFEP students who are not making adequate academic progress.</p>	<ol style="list-style-type: none"> 1. SSPT Agenda for meeting(s) to review RFEP student progress 2. SSPT Sign In(s) for meeting(s) to review RFEP student progress 3. SSPT Meeting Log indicating that the SSPT RFEP monitoring meeting was held 4. Dated and annotated copy of the RFEP monitoring roster documenting the following: <ul style="list-style-type: none"> o RFEP students not mastering grade level learning standards as measured by grades and standardized assessments o Intervention services to be provided to each RFEP student not making adequate progress 5. Copies of the Notification of Annual Progress of Reclassified Students letters sent to the parents/guardians of RFEP students, indicating the recommended support services if needed (Copies are to be maintained on file until the letter has been completed and signed by the parent/guardian, returned to the school, and filed in the student's cumulative record.) <p>Note: For virtual meetings- acceptable records of sign-in (s) and agenda can be provided via google docs, Zoom Reports, and Zoom/MS Teams/meeting chat transcripts</p> <p>Resources: <u>MMED Policies:</u></p> <ul style="list-style-type: none"> • BUL-6730.1 A Multi-Tiered System of Support Framework for the Student Support and Progress Team • REF 073510.1. Monitoring the Academic Progress of Reclassified Fluent English Proficient (RFEP) Students <p><u>MMED Forms:</u></p> <ul style="list-style-type: none"> • Student Support and Progress Team Forms <p><u>MiSiS Job Aids:</u></p> <ul style="list-style-type: none"> • Generate and Print the RFEP Monitoring Roster • Generate and Print the RFEP Monitoring Letter 	10	Yes*

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2022-2023 English Learner Program Task Calendar



ALL	<p>Parent Meeting #1 – Monitor EL Progress</p> <p>The principal and/or LTEL Designee must ensure that all PLTELEs, LTELs and their parents have met with the LTEL Designee, and that they have reviewed the PLTEL/LTEL student's current language program placement, test results and goals for attaining reclassification criteria and accelerating academic progress.</p> <p>NOTE: Although this is due at the end of November, in order to reach 100% completion by the November deadline, this should be started in October. All established IRPs need to be documented in MiSiS for each PLTEL/LTEL student. Reference this job aid.</p>	<ul style="list-style-type: none"> • Resources and Job Aids <ol style="list-style-type: none"> 1. Annotated EL Monitoring Roster that identifies all PLTELEs/LTELEs at the school site 2. Copies of the PLTEL/LTELEs parent meeting announcement sent to parents 3. Copies of the PLTEL/LTELEs parent meeting sign-ins and agenda 4. Completed Individual Reclassification Plans (IRPs) annotated during the meeting(s) 5. Completed English Language Progress Expectation/EL Progress Profiles 6. Designee-Parent-Student Meeting Logs <p>Note: For virtual meetings, acceptable records of announcements, sign-in(s) and agendas can be provided via google docs, zoom Reports, screen shot of school website, emails sent and/or flyer. Acceptable documentation for handouts may include the PDFs or word documents distributed as electronic files.</p> <p>Resources: MMED Policies:</p> <ul style="list-style-type: none"> • REF 070901.1, Monitoring English Learners' Academic Progress, ETK-12 <p>MiSiS Job Aids:</p> <ul style="list-style-type: none"> • Generate English Learner Roster • Individual Reclassification Plan Report • Resources and Job Aids 	14 15	Yes
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2022-2023 English Learner Program Task Calendar



December 2022				
Level	Item Description	Evidence	EL Item	OLAS (Y/N)
ALL	<p>Maintain the Master Plan Instructional Program Options Log, Fall Semester 2020</p> <p>The Master Plan Instructional Program Options Log serves as evidence of ongoing parent consultation meetings on the Master Plan Program options with parents on new probable EL students who enroll throughout the academic year.</p>	<ol style="list-style-type: none"> 1. A copy of the English Learner instructional programs informational meeting announcement(s) sent to parents 2. Sign-in(s) for the English Learner instructional programs informational meeting(s) provided for parents of ELs 3. Master Plan Instructional Program Options Meeting Log for August through December 2020 4. Copies of all handouts provided during the meeting(s) <p>Resources: <u>MMED Program Options:</u></p> <ul style="list-style-type: none"> • Instructional Program Options Brochures and Videos <p><u>MMED Forms:</u></p> <ul style="list-style-type: none"> • Master Plan Instructional Program Options Brochure for Parents of English Learners 	13	No
ALL	<p>Reclassify all ELs who have met the reclassification criteria</p> <p>All parents of English Learners (EL) who have met the reclassification criteria and are ready to reclassify, must have the opportunity to give their opinion and be consulted prior to the reclassification of the student.</p> <p>Hold a Ready to Reclassify Parent Opinion and Consultation meeting for parents of each EL who qualifies for reclassification <u>prior</u> to reclassification.</p> <p>The principal and/or EL Designee must ensure that parents of English Learners are provided the opportunity for opinion and consultation prior to the reclassification of their children.</p>	<ol style="list-style-type: none"> 1. EL Monitoring Roster(s) annotated to show EL students ready to reclassify, as well as support to be provided to ELs not meeting minimum progress expectations towards meeting the reclassification criteria 2. SSPT agendas, sign-in sheets, notes, reclassification forms, Individual Reclassification Plans (IRP) and additional relevant documents as evidence of school-wide progress monitoring and support for English Learners 3. Copies of the Notification of Reclassification letter (Copies are to be maintained on file until the letter has been completed and signed by the parent/guardian, returned to the school, and filed in the blue Master Plan Folder in the student's cumulative record.) 4. Evidence that the signed letters were filed in the blue Master Plan Folder in the student's cumulative folder 5. Evidence that a reclassification label was printed for all ELs who reclassified, and that the label was affixed to the cumulative record 6. Log of Ready to Reclassify Parent Consultation meeting/call 7. Input the parent consultation date in MiSiS mass communication screen <p>Resources: <u>MiSiS Job Aids:</u></p>	10 14 15	Yes

*All records/evidence must be maintained at the school site for FIVE years

Revised on: 8/12/2022

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2022-2023 English Learner Program Task Calendar



		<ul style="list-style-type: none"> • Generate English Learner Roster • English Learner Reclassification Process (End-To-End) • Generate and Print an English Learner Reclassification Letter • Generate and Print an English Learner Reclassification Label • https://achieve.lausd.net/misisjobaids <p><u>MMED Policies:</u></p> <ul style="list-style-type: none"> • BUL-6730.1, A Multi-Tiered System of Support Framework for the Student Support and Progress Team • BUL-6890.1, Guidelines for IEP Teams on the Reclassification Procedures for Secondary LTELS in Grades 6-17 <ul style="list-style-type: none"> ○ BUL-5619.8 Reclassification of English Learners, Grades K-12 		
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2022-2023 English Learner Program Task Calendar



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2022-2023 English Learner Program Task Calendar



January 2022				
Level	Item Description	Evidence	EL Item	OLAS (Y/N)
ALL	<p>Hold a Master Plan Instructional Programs Options Meeting #2</p> <p>The principal and/or EL Designee must ensure that parents of newly enrolled English learners are provided multiple opportunities to receive information regarding the Master Plan Instructional Program options and their rights to select an instructional program for their child.</p>	<ol style="list-style-type: none"> 1. A copy of the English Learner instructional programs informational meeting announcement(s) sent to parents (at least 1 meeting) 2. Sign-in(s), agenda(s), and minutes of the English Learner instructional programs informational meeting(s) provided for parents of ELs 3. Copies of all handouts provided during the meeting(s) <p>Note: Virtual meetings- acceptable records of announcements, sign-in (s) and agenda can be provided via google docs, zoom Reports, screen shot of school website, and/or flyer.</p> <p>Resources:</p> <p><u>MMED Forms:</u></p> <ul style="list-style-type: none"> • Program Options Meeting Log <p><u>MMED Program Options:</u></p> <ul style="list-style-type: none"> • Instructional Program Options Brochures and Videos 	13	No
SEC	<p>Monitor ELD/LTEL course placement to ensure that all ELs have an appropriate ELD/LTEL course</p> <p>The principal and/or EL Designee must verify that ELs in all instructional programs at all grade levels are provided the appropriate ELD or LTEL course.</p>	<ol style="list-style-type: none"> 1. EL Monitoring Roster as evidence of ELPAC Levels 2. English Learner Student Schedule Summary Report <ul style="list-style-type: none"> • Highlight ELD/ LTEL placement • Annotate students in mainstream per parent request and/or 12th graders completing A-G requirements in lieu of ELD/LTEL course <p>Resources:</p> <p><u>MiSiS Job Aids:</u></p> <ul style="list-style-type: none"> • Generate English Learner Roster • https://achieve.lausd.net/misisjobaids <p><u>EL Student Schedule in MiSiS:</u></p> <ul style="list-style-type: none"> • Reports>English Learner>English Learner Schedule Summary Report 	14	No

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2022-2023 English Learner Program Task Calendar



January 2022				
Level	Item Description	Evidence	EL Item	OLAS (Y/N)
ALL	<p>Ensure all classes with ELs have EL service section attributes entered in MiSiS</p> <p>The principal and designated staff members must monitor the school's master schedule to ensure that all course sections with one or more English Learner(s) reflect the instructional services provided to the English Learner(s). EL instructional services are recorded by adding English Learner section attributes to course sections in MiSiS. The principal must monitor classroom instruction and certify that EL instructional services are being provided in the indicated sections.</p>	<ol style="list-style-type: none"> MiSiS Section Attributes Report documenting that EL section attributes have been entered and updated as appropriate to reflect services provided in all sections in which one or more EL(s) is enrolled Signed Spring Semester English Learner Instructional Services Certification Form <p>Resources: <u>MiSiS Job Aids:</u></p> <ul style="list-style-type: none"> Adding Section Attributes for English Learner Services https://achieve.lausd.net/misisjobaids <p><u>MMED Forms:</u></p> <ul style="list-style-type: none"> EL Instructional Services Certification Form 	14 15	No
ALL	<p>Provide Summative ELPAC training to test examiners</p>	<ol style="list-style-type: none"> Training agenda and sign-in Copies of all handouts provided during the training Signed Security Affidavits <p>Resources: <u>MMED Policies:</u></p> <ul style="list-style-type: none"> Training Requirements for Testing Examiners on Summative English Language Proficiency Assessment for California (ELPAC) 	12	No

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2022-2023 English Learner Program Task Calendar



January 2022				
Level	Item Description	Evidence	EL Item	OLAS (Y/N)
SEC	<p>Monitor RFEP student progress as part of SSPT</p> <p>The principal and/or EL designee must ensure that the academic progress of all RFEP students are regularly monitored for a minimum of four years. The Student Support and Progress Team (SSPT) meets to review the performance and progress of RFEP students, using the RFEP Monitoring Roster. If an RFEP student is not making adequate academic progress, the SSPT must meet to develop an intervention instructional plan with specialized support using the Problem-Solving Approach. Monitoring and support should continue after four years for students not yet making adequate academic progress.</p>	<p>The following documentation must be kept on file at the school site for a minimum of 5 years:</p> <ol style="list-style-type: none"> 1. SSPT meeting log with indication of RFEP monitoring meetings 2. Annotated copy of the RFEP monitoring roster documenting at-promise RFEP students* 3. Copies of SSPT Intervention Plan for at-promise RFEP students 4. Copies of the Notification of Annual Progress of Reclassified Students letters sent to the parents/guardians of RFEP students, indicating the recommended support services if needed (Copies are to be maintained on file until the letter has been completed and signed by the parent/guardian, returned to the school, and filed in the student's Master Plan folder in the cumulative record.) <p>Resources:</p> <p><u>MiSiS Job Aids:</u></p> <ul style="list-style-type: none"> • Generate and Print the RFEP Monitoring Roster • Generate and Print the RFEP Monitoring Letter • https://achieve.lausd.net/misisjobaids <p><u>MMED Policies:</u></p> <ul style="list-style-type: none"> • BUL-6730.1, A Multi-Tiered System of Support Framework for the Student Support and Progress Team 	10	Yes

*All records/evidence must be maintained at the school site for FIVE years

Revised on: 8/12/2022

*Compensatory Education (CE)



2022-2023 English Learner Program Task Calendar



January 2022				
Level	Item Description	Evidence	EL Item	OLAS (Y/N)
SEC	<p>Monitoring EL student progress as part of SSPT</p> <p>The principal and/or EL Designee must ensure the academic progress of ELs are regularly monitored. For students who are not meeting minimum progress expectations, the Student Support and Progress Team (SSPT) is to review the data, and to recommend supports, interventions, and reclassification awareness activities. The principal and/or the EL Designee also must work with the SSPT to analyze data to determine which additional students are to be recommended for reclassification in accordance with district policy.</p>	<p>The following documentation must be kept on file at the school site for a minimum of 5 years:</p> <ol style="list-style-type: none"> 1. Annotated EL Monitoring Roster(s) to show EL students who are not making minimum progress expectations and/or meeting the reclassification criteria 2. SSPT intervention plan for ELs who are not meeting minimum progress expectations and/or reclassification criteria 3. Signed Individual Reclassification Plan (except ELs with disabilities): A copy of IRP should maintain on file until the letter has been completed and signed by the parent/guardian, returned to school then filed the signed document in the blue Master Plan folder in student's cumulative record. 4. SSPT Meeting Log with indication of EL monitoring meetings <p>Resources: MMED Policies:</p> <ul style="list-style-type: none"> • BUL-6730.1, A Multi-Tiered System of Support Framework for the Student Support and Progress Team • REF-070901, 1 Monitoring English Learners' Academic Progress, ETK-12 <p>MiSiS Job Aids:</p> <ul style="list-style-type: none"> • Generate English Learner Roster • Generate and Print an English Learner Reclassification Letter • Generate and Print an English Learner Reclassification Labels • Initial Reclassification Plan Report • Resources and Job Aids 	14 15	Yes

February 2022

*All records/evidence must be maintained at the school site for FIVE years

Revised on: 8/12/2022

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2022-2023 English Learner Program Task Calendar



Level	Item Description	Evidence	EL Item	OLAS (Y/N)
ALL	<p>Conduct virtual classroom observations of designated and integrated ELD</p> <p>The principal and/or EL designee must ensure that professional development designed to improve the instruction and assessment of English Learners is included in the school professional development plan and professional development calendar. The principal must ensure that follow-up observations of integrated and designated ELD instruction are conducted to determine the effectiveness of the professional development.</p> <p>NOTE: During remote teaching and learning, classroom observations will need to be conducted virtually.</p>	<p>1. One class observations of integrated ELD instruction (core content areas)</p> <p>2. One class observations of designated ELD instruction (ELD time/course or LTEL course)</p> <p>Resources:</p> <p><u>MMED ELD Standards:</u></p> <ul style="list-style-type: none"> • ELD Observation Tool -5x8 Card • ELD Observation Tool – Form • Teaching and Learning Framework 	12	Yes

*All records/evidence must be maintained at the school site for FIVE years

Revised on: 8/12/2022

*Compensatory Education (CE)



2022-2023 English Learner Program Task Calendar



March 2022				
Level	Item Description	Evidence	EL Item	OLAS (Y/N)
ELEM	<p>Monitor RFEP student progress as part of SSPT</p> <p>The principal and/or EL designee must ensure that the academic progress of all RFEP students are regularly monitored for a minimum of four years. The Student Support and Progress Team (SSPT) meets to review the performance and progress of RFEP students, using the RFEP Monitoring Roster. If an RFEP student is not making adequate academic progress, the SSPT must meet to develop an intervention instructional plan with specialized support using the Problem-Solving Approach. Monitoring and support should continue after four years for RFEP students not yet making adequate academic progress.</p>	<p>The following documentation must be kept on file at the school site for a minimum of 5 years:</p> <ol style="list-style-type: none"> 1. SSPT meeting log with indication of RFEP monitoring meetings 2. Annotated copy of the RFEP monitoring roster documenting at-promise RFEP students* 3. Copies of SSPT Intervention Plan for at-promise RFEP students 4. Copies of the Notification of Annual Progress of Reclassified Students letters sent to the parents/guardians of RFEP students, indicating the recommended support services if needed (Copies are to be maintained on file until the letter has been completed and signed by the parent/guardian, returned to the school, and filed in the student's cumulative record.) <p>Resources: <u>MiSiS Job Aids:</u></p> <ul style="list-style-type: none"> • Generate and Print the RFEP Monitoring Roster • Generate and Print the RFEP Monitoring Letter • https://achieve.lausd.net/misisjobaids <p><u>MMED Policies:</u></p> <ul style="list-style-type: none"> • BUL-6730.1, A Multi-Tiered System of Support Framework for the Student Support and Progress Team 	10	Yes
ALL	<p>All parents of English Learners (EL) who have met the reclassification criteria and are ready to reclassify, must have the opportunity to give their opinion and be consulted prior to the reclassification of said student.</p> <p>Hold a Ready to Reclassify Parent Opinion and Consultation meeting for parents of each EL who qualifies for reclassification <u>prior</u> to reclassification.</p>	<ol style="list-style-type: none"> 1. Log of Ready to Reclassify Parent Consultation meeting/call 2. Input the parent consultation date in MiSiS mass communication screen (operational in October 5, 2021) 	10	No

*All records/evidence must be maintained at the school site for FIVE years

Revised on: 8/12/2022

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2022-2023 English Learner Program Task Calendar



	The principal and/or EL Designee must ensure that parents of English Learners are provided the opportunity for opinion and consultation prior to the reclassification of their child.			
ELEM	<p>Monitoring EL student progress as part of SSPT - As part of the SSPT, the annotated EL Monitoring Roster with provided supports is to be reviewed. For students not making adequate progress towards reclassification as indicated by REF 070901- Attachment A, an Individual Reclassification Plan (IRP) must be completed and reviewed with parents, teacher and students during an SSPT.</p> <p>The principal and/or EL Designee must ensure the academic progress of ELs is regularly monitored. For students who are not meeting minimum progress expectations, the Student Support and Progress Team (SSPT) is to review the data, to plan supports, interventions, and reclassification awareness activities. The principal and/or the EL Designee also must work with the SSPT to analyze data to determine which additional students are to be recommended for reclassification in accordance with district policy.</p>	<p>The following documentation must be kept on file at the school site for a minimum of 5 years:</p> <ol style="list-style-type: none"> 1. SSPT Meeting Log with indication of EL monitoring meetings 2. Annotated EL Monitoring Roster(s) to show if minimum progress expectations towards reclassification is being met, based on supports provided to ELs 3. Signed Individual Reclassification Plans (a copy of the signed IRP is to be filed in the blue Master Plan folder in student's cumulative record) 4. If Reclassification Criteria was met, Notification of Reclassification letter and all necessary steps were taken. 5. Printed and affixed to reclassified ELs' cumulative record <p>Resources: <u>MMED Policies:</u></p> <ul style="list-style-type: none"> • BUL-6730.1, A Multi-Tiered System of Support Framework for the Student Support and Progress Team • REF 070901, 1 Monitoring English Learners' Academic Progress, ETK-12 <p><u>MiSiS Job Aids:</u></p> <ul style="list-style-type: none"> • Generate English Learner Roster • Generate and Print an English Learner Reclassification Letter • Generate and Print an English Learner Reclassification Labels • Initial Reclassification Plan Report • Resources and Job Aids 	14 15	Yes

*All records/evidence must be maintained at the school site for FIVE years

Revised on: 8/12/2022

*Compensatory Education (CE)



2022-2023 English Learner Program Task Calendar



April 2021				
Level	Item Description	Evidence	EL Item	OLAS (Y/N)
ALL	<p>Conduct classroom observations of designated and integrated ELD</p> <p>The principal and/or EL designee must ensure that professional development designed to improve the instruction and assessment of English Learners is included in the school professional development calendar. The principal must ensure that follow-up observations of integrated and designated ELD instruction are conducted.</p> <p>NOTE: During remote teaching and learning, classroom observations will need to be conducted virtually.</p>	<ol style="list-style-type: none"> 1. Sample class observations of integrated ELD instruction (core content areas) 2. Sample class observations of designated ELD instruction (ELD time/course or LTEL course) <p>Resources:</p> <p><u>MMED ELD Standards:</u></p> <ul style="list-style-type: none"> • ELD Observation Tool -5x8 Card • ELD Observation Tool – Form • Teaching and Learning Framework 	12	No
ALL	<p>Parent Meeting #2 – Monitor EL Progress: IRPs for PLTELS and LTELS</p> <p>The principal and/or LTEL Designee must ensure that all PLTELS, LTELS and their parents have met with the LTEL Designee, and that they have reviewed the PLTEL/LTEL students' current language program placement, test results and goals for attaining minimum progress expectation, reclassification criteria, and accelerating academic progress.</p> <p>NOTE: All established IRPs need to be documented in MiSiS for each PLTEL/LTEL student. Reference this job aid.</p>	<p>The following documentation must be kept on file at the school site for a minimum of 5 years:</p> <ol style="list-style-type: none"> 1. Annotated EL Monitoring Roster that identifies all PLTELS/LTELS at the school site 2. Copies of the PLTEL/LTEL parent meeting announcement sent to parents 3. Copies of all Individual Reclassification Plan (IRP) completed during the meeting(s) 4. Designee-Parent-Student Meeting Logs, agendas and sign-ins <p>Resources:</p> <p><u>MMED Policies:</u></p> <ul style="list-style-type: none"> • REF 070901, Monitoring English Learners' Academic Progress, ETK-12 • BUL-6730.1, A Multi-Tiered System of Support Framework for the Student Support and Progress Team <p><u>MiSiS Job Aids:</u></p> <ul style="list-style-type: none"> • Generate English Learner Roster • Initial Reclassification Plan Report • Resources and Job Aids 	14 15	No

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2022-2023 English Learner Program Task Calendar



ALL	<p>Hold a minimum of 3 EL Specific trainings with the staff.</p> <p>The principal/designee is to provide PD to classroom teachers and other school leaders, and other school or community-based organizational personnel, that is:</p> <ul style="list-style-type: none"> (a) Designed to improve the instruction and assessment of ELs; (b) Designed to enhance the ability of teachers, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs; (c) Effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation; and (d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom. 	<p>The following documentation must be kept on file at the school site for a minimum of 5 years</p> <ol style="list-style-type: none"> 1. PD calendar 2. All PD agendas indicating EL specific topics to be covered 3. All handouts/materials utilized in each PD provided 4. All sign-ins from EL Specific PDs provided 	12	Yes
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2022-2023 English Learner Program Task Calendar



May 2021				
Level	Item Description	Evidence	EL Item	OLAS (Y/N)
ALL	Maintain the Master Plan Instructional Program Options Log, 2 nd Semester	<ol style="list-style-type: none"> 1. A copy of the English Learner instructional programs informational meeting announcement(s) sent to parents 2. Sign-in(s) for the English Learner instructional programs informational meeting(s) provided for parents of ELs 3. Master Plan Instructional Program Options Meeting Log for August through December 2018 4. Copies of all handouts provided during the meeting(s) <p>Resources:</p> <p><u>MMED Forms:</u></p> <ul style="list-style-type: none"> • Program Options Meeting Log <p><u>MMED Program Options:</u></p> <ul style="list-style-type: none"> • Instructional Program Options Brochures and Videos 	13	No

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2022-2023 English Learner Program Task Calendar



May 2023				
Level	Item Description	Evidence	EL Item	OLAS (Y/N)
ALL	Reclassify all ELs who have met the reclassification criteria	<ol style="list-style-type: none"> 1. EL Monitoring Roster(s) annotated to show EL students ready to reclassify, as well as support to be provided to ELs not meeting minimum progress expectations towards meeting the reclassification criteria 2. SSPT agendas, sign-in sheets, notes, reclassification forms, Individual Reclassification Plan (IRP), and additional relevant documents as evidence of school-wide progress monitoring and support for English Learners 3. Copies of the Notification of Reclassification letter (Copies are to be maintained on file until the letter has been completed and signed by the parent/guardian, returned to the school, and filed in the blue Master Plan Folder in the student's cumulative record.) 4. Evidence that the signed letters were filed in the blue Master Plan Folder in the student's cumulative folder 5. Evidence that a reclassification label was printed for all ELs who reclassified, and that the label was affixed to the cumulative record <p>Resources:</p> <p><u>MMED Policies:</u></p> <ul style="list-style-type: none"> • BUL-6730.1, A Multi-Tiered System of Support Framework for the Student Support and Progress Team • BUL-6890.3, Guidelines for IEP Teams on the Reclassification Procedures for English Learners with Disabilities • BUL-5619.11 Reclassification of English Learners, Grades K-12 <p><u>MiSiS Job Aids:</u></p> <ul style="list-style-type: none"> • Generate English Learner Roster • Generate and Print an English Learner Reclassification Letter • Generate and Print an English Learner Reclassification Label • Resources and Job Aids 	10	No

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