

Language Instruction Education Program

English Language Development (ELD) is a program for students whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and academic standards. Students are instructed in the four domains of language (speaking, listening, reading and writing) and accommodated in core subject areas to promote academic success.

1. The district's ELD program is aimed at assisting students with limited English proficiency to competently **speak, understand, read, and write** English as to appropriately benefit from instruction in the school setting and to attain Academic Standards.
2. Each student's programming is discussed with the parent/guardian prior to being implemented. When possible, a speaker of the native language is included in these meetings or through a translation phone connection to assist parents in fully understanding the programming to be provided. Parents are provided with information pertaining to the goals of the program, basic school information, expectations regarding homework completion, attendance requirements, and state and district-wide assessment practices.
3. Students are identified for ELD programming through screening and assessment procedures.
 - a. At the time of enrollment in the district, the parent/guardian of every student is required to complete the Home Language Survey. (A translated version is available in Spanish and other languages as requested.)
 - b. Those identified with insufficient English proficiency to benefit from instruction in English without specialized supports or accommodations are then assessed using the appropriate WIDA screening tool for their grade level. Within 30 days of the beginning of the school year (or 14 days of enrollment for new students), students who qualify using state cut off scores and any additional criteria are entered into the ELD program and provided with instruction to meet their needs.
 - c. Parents/Guardians have the right to refuse to have their child placed in any separate, specialized ELD service or instructional program. A "waiver" indicates a desire by the parent to waive the child from participation in all or some of the ELD services offered. Parents who choose to opt-out of the LIEP will be informed if the child is struggling in general education classes and the student's return to the program will be recommended.
 - d. Students entered into the program as well as students are who opted out will be assessed annually for growth with the WIDA-ACCESS for ELLs 2.0.
 - e. Parents/guardians receive biannual reports on their child's progress.

4. Instructional Program

- a. Identified students are provided with English language instruction delivered by an ESL certified teacher. Instructional activities may include some materials in the student's native language, however, the program emphasizes the development of English language proficiency, and depending of individual needs will be categorized as one of the following: EL-Specific Transitional Instruction, Mixed Classes with Native Language Support, EL-Specific English-only Instruction, or Mixed Classes with English-only Support.
- b. English learners are scheduled for other content area courses with the understanding that they may not be able to comprehend all of the instruction due to limited English proficiency. ELD is incorporated into all classes taught by non-ESL licensed teachers in which ELs are enrolled and the ESL teacher will collaborate with the regular content area teachers to ensure that all teachers support acquisition of cognitive academic language for ELs throughout the school day. Content area teachers are responsible for incorporating the Pennsylvania English Language Development Standards (ELDS) in conjunction with the standards to which the course is aligned, utilizing the supports, modifications and accommodations necessary to make content accessible. for students with limited English proficiency. English learners may be deemed in need of additional support in content area classes (i.e., Science, Social Studies and Math) from an Instructional Assistant and/or individual tutoring during non-instructional time.

5. ELs will be graded in content courses by the same grading system that is used for all students. The ELD teacher will provide a grade for instructional periods where ELD is taught in a separate setting with a class comprised of all ELs. An EL may not be retained in a grade due to a lack of English proficiency. Prior to considering grade retention, there must be evidence documented over time showing that appropriate modifications and accommodations to instruction and assessment were made to the general curriculum, aligned to the student's English language proficiency level .

6. English learners have access and are encouraged to participate in all school-related programs and activities. They may also receive Special Education, Section 504 and Gifted Support services, provided they meet eligibility requirements.

7. English learners have equal access to all pupil personnel services.

- a. When needed, counseling services are provided. In the event a student and/or family is in need of counseling services beyond those typically provided in a school setting, effort is made to identify individuals or agencies sensitive to language and cultural issues.

- b. If eligible, English learners are provided with Special Education services that are appropriate to meet their needs. When possible, bilingual specialists are utilized in an effort to fairly assess the student.
- c. The Student Support Team, nursing services, Title I services, and other support personnel are involved as appropriate.

8. Students will participate in state and district assessments in accordance with state guidelines. Allowable student accommodations will be considered, such as the use of bilingual word to word dictionaries on certain state assessments.

9. Reclassification and Monitoring of ELs

a. ELs can be considered for reclassification when they are able to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting. To evidence the level of English proficiency needed for reclassification, the ESL Teacher will use a combination of the students' WIDA ACCESS for ELLs 2.0 score and information gathered by teachers using standardized language use inventories. This data is combined to produce a single score. If that score exceeds the state-defined threshold, the student is eligible to be reclassified.

b. Reclassified students are monitored by the ESL teacher for a period of 2 years. During this time student progress is tracked in all core academic classes and feedback from core academic teachers is gathered each quarter.

c. There is an additional monitoring period for the third and fourth years after the active monitoring period. During this time Former ELs (FELs) are reported to the state in PIMS. At the end of the fourth year following reclassification, ELs are coded as Former ELs – no longer monitored for the remainder of their time in school.

10. Re-designating former ELs

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

11. Staff Development Related to Program

- a. Teachers delivering English language instruction are encouraged to attend ELD workshops, both during the school year and summer. Approved workshop costs are covered by the district.
- b. Each year, the regular education staff is provided with staff development opportunities to increase their knowledge and understanding of the educational needs of students with limited English proficiency.

- c. Support staff (i.e., secretaries, teaching assistants, etc.) are provided with training, as warranted. Staff involved with enrollment procedures have been directed not to delay the enrollment of any student/family with limited English proficiency for whom immunization records and an appropriate district address have been provided.

11. Community Involvement

- a. An ELD Advisory Committee, including ESL teachers, regular education teacher(s), school psychologist(s), school counselor(s), director or pupil services, and parent(s) is convened at least every two years to review the current program and recommend program changes.
- b. When possible, native language speakers and/or translation tools are used to assist with home communications. Information pertaining to assessments, academic achievement will be communicated to parents in their native language or preferred mode of communication when necessary. Conferences and any other meetings or verbal home communications may be interpreted using Language Line.
- c. Parents who are dissatisfied with the ELD program being provided or recommended for their child are encouraged to speak with the ESL teacher providing the instruction or the school counselor overseeing the eligibility determination. If concerns are not satisfactorily resolved, they are then encouraged to speak with the building principal. If the concern is not resolved at the building level, the director of pupil services will convene a team meeting, including the parent(s), ESL teacher, building principal, regular education teacher, school counselor, and other staff that may have pertinent information.

12. Program Evaluation Procedures

- a. Individual student data is reviewed on an ongoing basis by the ESL teacher to determine learning outcomes. At the close of each school year, individual student outcomes, along with updated WIDA-ACCESS scores are reviewed by the ESL teacher to determine student progress and recommend programming needs for the next school year.
- b. The Director of Pupil Services reviews end-of-year progress data provided by the ESL teachers to assess program effectiveness.

