

English as a Second Language Program Descriptions and Guidelines

ESL Program Description and Guidelines

Mission Statement

The mission of the English as a Second Language (ESL) Program at the Delaware Valley School District (DVSD) is to provide support and intensive instruction in English and American culture to Non- and Limited English Proficient (NEP and LEP) students which will enable them to become successful in the classroom, school environment, and the community at large.

Educational Theory and Approach

All students of the DVSD may be eligible for ESL services if they meet one of the following criteria: 1) first language spoken is one other than English; 2) come from a home where a language other than English is spoken; or 3) speak a language other than English.

Plan of Action

1. In the ESL class, English will be presented as the language of instruction in the language-intensive setting. Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) will be developed. Students will receive quality language instruction in listening, speaking, reading, writing, and critical thinking associated with five content areas. These areas are: English/Language Arts (LA), Math (MA), Science (SC), Social Studies (SS), and Social and Instructional language (SI), which incorporates proficiencies needed to deal with the general language of the classroom and the school.
2. English Language Learners (ELLs) will participate in the regular education content classes. The classroom teacher will make adaptations and modifications in the delivery of the content instruction based on the student's language proficiency level, the Pennsylvania Language Proficiency Standards (PA ELPS) for ELLs, and the Pennsylvania Academic Standards.

Identification and Assessment of PHLOTE Students

(PHLOTE- Primary Home Language Other Than English)

Upon entrance in the DVSD, all students will be given a Home Language Survey (HLS) to be completed by a parent or guardian at the time of registration. The person responsible for registering students will distribute and collect the HLS during the enrollment process. Interpreters may be necessary.

If the answers to any of the questions on the Home Language Survey indicate a language other than English, the guidance counselor will forward a copy to the ESL teacher. The original HLS will be kept in the student's permanent file. This student has been identified as a PHLOTE student. The WIDA ACCESS Placement Test (W-APT) will be used to assess the PHLOTE student's proficiency in speaking, listening, reading, and writing in grades K-12. The test will be administered and scored by the ESL teacher, and results will be given to guidance.

The guidance counselor will place the student in the ESL program if he/she meets the district's ESL entrance criteria. Parent/Guardian notification of student assessment results and placement in an ESL/Bilingual education program is required within 30 days of the beginning of the school year. When a student is assessed and placed in an ESL/Bilingual education program during the school year, parent/guardian notification is required within 14 days. Based on the results of the W-APT test, the student is identified as Entering (Level 1), Beginning (Level 2), Developing (Level 3), Expanding (Level 4), Bridging (Level 5) or Reaching (Level 6 - Fluent English Proficient (FEP)).

Documentation of the language assessment results and placement determination will be maintained in the student's permanent file.

Students should meet two of the following three criteria to be exempt from a formal ELP assessment. Student records for children from other states or school systems can be considered as part of the criteria.

- Final grades of B or better in core subject areas (Mathematics, Language Arts, Science and Social Studies)
- Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA;
- Scores of Basic in Reading, Writing, and Math on the PSSA or an equivalent assessment from another state.

Newly enrolling students without academic records must be assessed for their English Language Proficiency.

The Alternate ACCESS for ELLs

The Alternate ACCESS is an assessment of English language proficiency (ELP) for students in grades 1-12 who are classified as English language learners (ELLs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment. Students with significant cognitive disabilities are identified as having one or more of the existing categories of disabilities under IDEA (e.g.; intellectual disabilities, autism, traumatic brain injury, multiple disabilities, etc.) Their cognitive impairments may prevent them from attaining grade level achievement standards. It must be stated in the student's IEP that they will be given the Alternate ACCESS for ELLs.

Checklist for the Alternate ACCESS for ELLs

- The student has been classified as ELL
- The student has a significant cognitive disability and is eligible for Special Education services under IDEA
- The student is in alternate curriculum aligned with their state's academic standards and is or will be participating in the state-wide alternate accountability assessment (PASA)

Program Design

Planned instruction must be daily instruction supporting the program model chosen by the LEA. The Delaware Valley School District uses a Pull-Out Model of Instruction.

For the purpose of instruction in ESL, students may be grouped according to language proficiency levels. In other situations, they may be grouped across grade levels. Instruction is always age and grade appropriate.

ESL is considered core curricula. The ESL teacher is responsible for providing the grade for this subject.

At Dingman-Delaware Primary School, Dingman-Delaware Elementary School, Delaware Valley Elementary School and Shohola Elementary School, all ELLs are placed in a regular elementary classroom. The student also eats lunch and participates in recess with his/her peers. Additional activities such as after-school sports, chorus, instrumental groups, yearbook committee, etc. are available for participation by all students, including ELLs. ELLs are included in all homeroom activities such as field trips and other special events. All teachers are required to provide accommodations regarding instruction, activities, and assessments to meet the language proficiency level of the ELL.

At Dingman-Delaware Middle School, and Delaware Valley Middle School, ELLs have the opportunity to receive art, music, technology education, family consumer science, world language and physical education with their peers. All content area teachers are required to provide accommodations regarding instruction, activities, and assessments to meet the language proficiency level of the ELL. As with the rest of the district, middle school ELLs are given the opportunity to participate in all school sponsored activities, clubs, after-school sports, etc.

At Delaware Valley High School, all ELLs have the opportunity to receive art, music, technology education, family consumer science, foreign languages, physical education, and all electives with their peers. All content area teachers are required provide accommodations regarding instruction, activities, and assessments to meet the language proficiency level of the ELL. Beginning in tenth grade, all ELLs are given the opportunity to attend the Career and Technical Educational with their peers. Additional activities such as after-school sports, chorus, instrumental groups, clubs, etc. are available.

Within the school day, ELLs at the middle school and high school are assigned specific classes with the ESL teacher. Remaining periods are filled with electives and content courses with their peers. Teachers of these courses are required to provide accommodations regarding instruction, activities, and assessments to meet the language proficiency level of the ELL.

The ELLs at Delaware Valley School District are not denied participation in any school sponsored activity for any reason. The Delaware Valley School District mandates accommodations to instruction for all ELLs in the classroom. All services are provided in the least restrictive environment. Students in the ESL program will be integrated with the general education population whenever possible.

In addition, Delaware Valley School District mandates that instructional materials for English Language Learners are: age and grade appropriate, sufficient in quality and quantity, and comparable in quality and quantity to those provided to non-ELLs. Materials are ordered for each individual building on a yearly basis. Furthermore, the ESL programs are equipped with technology comparable in quality and quantity to that provided to the non-ELLs.

The facilities provided to English Language Learners are comparable to those provided to non-ELLs.

ELLs must be graded using the same grading system as all other students.

A parent may seek to have his or her child excused from the district's ESL program if the instruction conflicts with the family's religious belief.

The federal government has mandated that all ELLs, including those with significant cognitive disabilities, receive language development instruction until they have reached proficiency, as defined by the state (that is meet the exit criteria). Therefore, this student must continue to be identified as an ELL, to receive language development instruction, and to be administered the annual proficiency assessment. However, the Bureau of Special Education released a Penn Link that describes the consultative ESL instruction model. This approach allows the ESL teacher to consult in a regular, planned way with the special education teacher so that the special education teacher can provide appropriate language instruction within the special education classroom rather than pulling the student out for ESL.

Staffing

The ESL teacher(s) in the Delaware Valley School District are highly qualified teachers. Staff

development opportunities are provided and encouraged by the district. Staff development for teachers on ESL issues is addressed through the district's staff development.

The projected ESL enrollment is reviewed annually to ensure adequate staffing.

Communication with Parents

The district uses a service for translation and interpretation. The guidance department can provide information on the use of this service.

When a staff member needs to contact a parent who does not speak English, the staff member can contact the guidance department for further information on the utilization of the language service.

Exiting the Program

LEP status of students for the current school year must be determined by September 30 and reported in the PIMS October District and School Enrollment Collection.

In order to exit the ESL program, the student must meet both of the required exit criteria and one of the two additional exit criteria.

Required Exit Criteria:

1. Score of BASIC on the annual Pennsylvania System of School Assessment (PSSA) math or Algebra I Keystone **AND** PSSA reading or Literature Keystone.
 - PSSA and Keystone exam score must be from the most recent academic school year.

SPECIAL CIRCUMSTANCES:

- For students transferring from other states, the results of academic achievement assessments used for accountability in other states may be considered when the academic proficiency level is comparable to BASIC on the PSSA/Keystone assessment.
 - For students that are in a grade that is not assessed with the PSSA or Keystone assessment, each of the remaining exit criteria must be met to exit (Required Exit Criteria #2, Additional Exit Criteria #1, Additional Exit criteria #2).
2. Score of 5.0 on an ACCESS for ELLs Kindergarten assessment (accountability score) or score of 5.0 on a Tier C ACCESS for ELLs assessment.

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

*NOTE: The W-APT may ONLY be administered to a student **once** in any school year.*

<u>Grade Level</u>	<u>ACCESS Score</u>	<u>Required W-APT Scores*</u>
K	Cutoff score flexibility not allowable for Kindergarteners	
1-5	4.6-4.9	5.0 in each domain
6-8	4.7-4.9	5.0 in each domain
9-12	4.8-4.9	5.0 in each domain

NOTE: A student must score 5.0 in each domain (listening, speaking, reading, and writing). A composite proficiency score will not be used.

- B. A score of PROFICIENT on the reading PSSA or Keystone assessments can be used along with all other required criteria outlined in this policy (Required Exit Criteria #1 and Additional Exit Criteria #1 or #2) to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS. In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

Additional Exit Criteria:

1. Final Grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
2. Scores on district-wide assessments that are comparable to the BASIC performance level on PSSA math or Algebra I Keystone AND PSSA reading or Literature Keystone assessments.

Monitoring

A student who has exited the ESL program will be monitored formally for two years. The ESL teacher will be responsible for monitoring the ELL. Student monitoring will occur formally at the end of each marking period and informally throughout the year. The ESL teacher will distribute and collect an ESL Monitoring Form from the student's content area teachers. The ESL Monitoring Forms will be placed in the student's permanent file. If the student receives a failing grade for one marking period, the ESL teacher and the guidance counselor will meet with the student to determine the reason for the failure and suggest possible solutions. If the student receives a failing grade for two marking periods, a plan of action will be formulated. In the high school, the student may lose an elective and be placed in ESL Academic Support. The student will not receive credit toward graduation in this program. In the middle school and elementary school, the teacher will work with the administration to find additional time where the ESL teacher can work with the student.

The ESL teacher will serve as a resource to the classroom teacher on ways to adapt and modify material and instruction to accommodate the newly exited student. In addition, the ESL teacher will familiarize the classroom teacher with the instrument used to monitor the exited ELL.

Retention/Promotion

A student may not be retained in a grade based solely on his/her lack of English language proficiency.

ELLs with Disabilities

Even though ELLs with disabilities may always achieve depressed scores in particular domains of language as a result of their specific disability, they must be given the opportunity to demonstrate their level of proficiency in English and be included in the annual state ELP assessments in all domains.

Program Evaluation

Periodically the district will conduct a comprehensive evaluation of its ESL program. The formal evaluation will examine and make recommendations regarding the following:

- a. Program effectiveness with respect to the identification, assessment process, exiting, monitoring, staffing, parental notification, and adequacy of facilities and instructional materials;

- b. The rate of students' progress towards full proficiency in English;
- c. Whether the students in the ESL program are able to participate successfully in the school's full curriculum, as determined by such measures as graduation rates, scholastic achievement, awards, and honors, as well as in sports and other extracurricular activities;
- d. Whether the students in the ESL program are keeping up with their peers in other curriculum areas;
- e. A comparison of the standardized test scores of exited students to the scores of non-LEP students;
- f. Whether students in the ESL program have access to all of the district's programs, including Career and Technical Education, and special education; and,
- g. Whether students in the ESL program are being retained in grade or are dropping out at rates similar to those of their non-ELLs.

The District will implement the recommendations made as a result of its program evaluations, within a reasonable amount of time after the evaluation or will document the reasons for not implementing the recommendations.

Responsibilities of Staff Members

The Home Language Survey (HLS) will be given to the student upon enrollment as part of the registration packet. The transportation department will enter information from the HLS into the student management system. The Home Language Survey will be forwarded to the appropriate guidance department and placed in the student's permanent file. The appropriate guidance counselor will give the ESL teacher a copy of the HLS if it indicates a language other than English. The ESL teacher will test the student as soon as possible using the W-APT. The ESL teacher will send home a letter indicating the results.

Once testing is completed, the guidance counselor will schedule the student in the appropriate class. The guidance counselor, if necessary, will explain to the parents the Pennsylvania State Guidelines for ESL. Interpreters may be necessary.

The ESL teacher will notify the Reading Department Chairperson of the testing results, and the student management system will be updated.

The ESL teacher will send each content area teacher an email that will include the student's proficiency level as well as suggested accommodations.

Special Education

Delaware Valley School District does not place any student in a special education program based on his/her limited English proficiency. The guidelines and time frames for special education are the same for both ELLs and non-ELLs in accordance with the Individuals with Disabilities Education Act.

ELLs identified as special education students may continue to receive ESL services as determined by the student's IEP. The ESL teacher provides ESL instruction, and appropriately qualified special education teachers give special education services.

If the multi-disciplinary team determines that the student identified as a PHLOTE student does not pass the language proficiency test due to a learning disability, this will be noted in the student's permanent file, and the student will receive appropriate educational services.

