

PROGRAM and SERVICES
For
ENGLISH LEARNERS
Wyomissing Area School District

Revised November 2019

Overall Strategic Program Goal: TO PROVIDE OPTIMUM SECOND-LANGUAGE LEARNING INSTRUCTION AND ENVIRONMENTS FOR ALL ELD STUDENTS THAT WILL ENCOURAGE AND FACILITATE LANGUAGE ACQUISITION AND LEARNING NECESSARY FOR THEM TO ACHIEVE ACADEMIC SUCCESS, MEET THE PENNSYLVANIA REQUIREMENTS FOR GRADUATION, AND TO EXCEL IN A HIGHLY COMPLEX GLOBAL COMMUNITY.

BACKGROUND: The education of students whose dominant language is not English is the responsibility of every school district in the Commonwealth. It is part of the basic education to which each student is entitled. Title 22, Chapter 4, section 4.26 of the Curriculum Regulations requires that the school district/charter school provide a **“basic educational” program** for every student who is limited English proficient (LEP) or an English learner (EL). The regulation states: *“Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student’s achievement of English proficiency and the academic standards under section 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual- bicultural or English Language Development (ELD) instruction.”*

Planned instruction in English Language Development focuses on developing the EL’s listening, speaking, reading and writing skills in English. Therefore, ELD can support and/or replace language arts instruction and provides content area language support. The Pennsylvania Department of Education requires that the ELD teacher be highly qualified. The ELD teacher must possess an Instructional I or II Pennsylvania teaching certificate AND must possess the ELD specialist certification in order to deliver ELD instruction. ELD teachers do not teach the content of math, social studies, science, or health. They do teach the social and academic language needed for school and the content of language arts or English content classes as it pertains to replacement instruction. All instruction is standards-based according to Pennsylvania Core Standards for Reading, Writing, Listening, and Speaking and the English Language Proficiency Standards of Pennsylvania for Reading, Writing, Listening, and Speaking.

Federal regulations require districts to provide information about assessment and academic achievement, etc. to parents. This means that it is our responsibility to provide for translation and interpretive services. Parent permission to assess is not required. Parent notification of student assessment results and placement in ELD is required. *A parent may seek to have his or her child exempted or excused from ELD instruction.*

The Wyomissing Area School District provides ELD students and their families with the following information:

- a detailed description of the ELD program
- Language Line and translated documents are utilized to make expectations for the students’ participation and behavior clear to all involved.
- right to opt out of ELD program services

STATEMENT OF WYOMISSING’S TACTICAL GOALS AND OBJECTIVES

The goal of the district’s ELD program is: To provide English language instruction to all non-English and limited English Proficient (LEP) students K-12 through interactive second-language learning environments that will facilitate and encourage their ability and desire to succeed academically and socially.

The objectives of the ELD program are:

- To provide a well-defined standards-based ELD instructional program for English learners, K- 12, across multiple language proficiency levels.
- To teach listening, speaking, reading, and writing skills in English to each student in the ELD program.
- To assist all ELD students while learning English to access content area material through use of selective learning strategies.
- To familiarize ELD students with the varied cultures and customs of the United States while promoting their own ethnic pride.
- To help ELD students learn and understand the social paradigms of school and community and to use the appropriate language and behavior to communicate and interact successfully within those settings.
- To communicate and collaborate regularly with classroom teachers, school administrators and counselors, pertinent support staff, and parents to address the learning and emotional needs of ELD students in a holistic manner.
- To monitor, for two years, the progress of former LEP students who have exited the ELD instructional program to determine if additional alternative language instruction is needed in any content area and to provide suggestions for remediation and support when necessary.

I. IDENTIFICATION of ELs: Legal references: *OCR 1970 Memo Lau v. Nichols 1974 – Supreme Court decision*

Program compliance:

A. Screening procedures:

1. A Home Language Survey (HLS) is administered to all incoming students from which second language students or **PHLOTE** (Primary Home Language Other Than English) students can be identified. The Wyomissing tracking form will be used to document student eligibility.
2. If the survey indicates any language in addition to English, the intake person will administer the Language Use Survey (LUS).
3. A child is identified as a PHLOTE student based on the results of the HLS, LUS, and any other relevant documentation.
4. If the child is determined to be a PHLOTE, then the Kindergarten W-APT, WIDA MODEL or WIDA Screener will be administered to determine if ELD services are required.
5. Placement of the student in ELD instruction is determined by multiple criteria such as, but not limited to:
 - the results of formal language testing (K W-APT / WIDA MODEL / WIDA Screener)
 - the student's academic performance indicated in previous school records (when available)

II. ASSESSMENT of ELs for Placement: Legal References: *Office of Civil Rights 1970 memo Gomez v. Illinois State Board of Education 1987-- U.S. Court of Appeals, 7th Circuit*

Program compliance:

A. Appropriate proficiency test: **A formal language proficiency assessment will be administered to all PHLOTE students identified by the Home Language Survey to determine the student's English language proficiency level, eligibility for service, and placement for language instruction. The district will use the Kindergarten WIDA ACCESS PLACEMENT TEST (K W-APT), WIDA MODEL, or WIDA Screener as its assessment tool, which is aligned to the required annual State ELP assessment.

1. Kindergarten

a. Students who score 19 points or lower on the W-APT will qualify for the ELD program.

b. Students who score between 20-24 inclusive points will need further data to determine whether or not ELD services are necessary. Additional criteria that will be used are:

-Reading score less than or equal to 6 **OR** Writing score less than or equal to 4 qualifies for services

-Reading score greater than or equal to 7 **AND** Writing score greater than or equal to 5 does not qualify.

3. K MODEL

For students in the first semester of 1st grade, students are given the K MODEL to determine language proficiency. All four domains are administered and an overall composite proficiency level of 5.0 or higher **AND** a literacy composite of 4.2 meet the minimum requirement for a student to be exempted from the ELD program. Scores below the minimum requirement are an indicator that a student is in need of ELD instruction.

2. Grades 1-12 WIDA Screener Testing

Beginning in the second semester of 1st grade, students are given the WIDA Screener to determine language proficiency. A composite proficiency score of 5.0 or higher meets the minimum requirement for a student to be exempted from the ELD program. Scores of 4.9 and below are an indicator that a student is in need of ELD instruction.

3. Newly enrolling PHLOTE without academic records must be assessed for their ELP

B. Multiple criteria for placement: **Multiple criteria for placement will include formal language proficiency assessment results (W-APT, WIDA MODEL, WIDA Screener), prior school records when available, and the results of other formal standardized assessments.

1. Examples include, but are not limited to:

- Standardized test scores
- Language Use Survey
- Report card grades
- Pre-school performance reports
- Student writing samples

2. Parents/guardians must be interviewed as a source of information for placement unless all answers on the HLS are a language other than English.

3. Instructional placement of ELs must be age and grade appropriate. Additionally, ELs must be given equal access to all educational programs, opportunities, and extra-curricular activities in the same manner as for all students.

**Parent permission to assess is NOT required. Parental notification of student assessment results and placement in an ELD program is required within 30 days of the beginning of the school year. When a student is assessed and placed in an ELD education program during the school year, parent notification is required within 14 days.

C. Initial Assessment Exemption Criteria:

** Certain scenarios may preclude ELP assessment of a PHLOTE if that child can demonstrate having met two of the following three criteria:

1. Final grades of B 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 the PSSA or Keystone Exams;
3. Scores of Basic in ELA and Math on the PSSA, Keystone Exams, or an equivalent assessment from another state.

III. Parent right to refuse specialized programming

Parents of ELs have the right to refuse certain separate, specialized programs and services that may be part of the LIEP for their children. A parent's decision to refuse programs or services must be informed and voluntary. School personnel may NOT influence the decision in any way and may not make any program or placement decisions contingent on this decision.

Placement and programming decisions may not be made without notifying parents and allowing them to exercise their right to refuse part or all of the separate, specialized LIEP. The ELD teacher will proceed with the recommended placement in the absence of a response from the parent after they have provided the parent with all of the state required information.

If a parent expresses interest in refusing services, then a meeting will be held to discuss this decision. At this meeting, the parent(s) will receive two forms: "Explanation of Consequences for Refusing English Learner Program" and "Request for Change in English Learner Program." If, after meeting with school personnel and discussing the benefits of the district's ELD program, the parent still wishes to refuse services, then the "Request for Change in English Learner Program" must be completed and signed.

In the instance that services are refused, the child is still considered to be an ELL and will have to participate in the annual WIDA ACCESS 2.0 Assessment.

IV. INSTRUCTIONAL PROGRAMS: Legal references: *Castaneda v. Pickard 1981 – U.S. Court of Appeals, 5th Circuit Equal Education Act 1974 Titles VI & VII of Civil Rights Act 1964 Rios v. Read 1977 Cintron v. Brentwood 1977, 1978 Gomez v. Illinois State Board of Education – U.S. Court of Appeals, 7th Circuit The Provision of an Equal Education Opportunity to Limited English Proficient Students OCR, 1992*

Program Compliance:

A. Instructional Models

New LIEPs	Definition
EL Bilingual	Language Focus: Students should gain proficiency in both their native language and English with at least some instruction provided in the native language. Class Composition: ELs share the same native language
Mixed Bilingual	Language Focus: Approximately equal focus to English and a partner language, including content instruction in the partner language Class Composition: ELs and non-ELs are placed together in the same classroom
EL-Specific Transitional Instruction	Language Focus: The student’s native language is used to support English proficiency acquisition, but proficiency in a student’s native language is not a program goal Class Composition: ELs only
Mixed Classes with Native Language Support	Language Focus: The student’s native language is used to support English proficiency acquisition, but most instruction is provided in English. Support could be provided either inside or outside of the regular classroom. Class Composition: ELs and non-ELs are placed together in the same classroom
EL-Specific English-only Instruction	Language Focus: English language skills and content are the focus of instruction. The student’s native language is not used in either instruction or support Class Composition: ELs only
Mixed Classes with English-only Support	Language Focus: English language skills and content are the focus of instruction. The student’s native language is not used in either instruction or support. Support could be provided either inside or outside of the regular classroom. Class Composition: ELs and non-ELs are placed together in the same classroom

B. Schedules for Instruction:

1. ELD instruction must provide all ELs with **daily** language development for social and academic purposes.
2. Students cannot be removed from other content classes to receive ELD instruction.
3. In general, ELD instruction taught by an ELD licensed teacher should not replace ELA instruction in a student’s academic program. ELD has its own curriculum that, although may incorporate elements of ELA or other content areas, is unique and aligned to the PA ELDS. ELD may replace ELA only when the instruction is aligned to the same ELA standards as the ELA course or instructional period in which a student’s non-EL peers are enrolled.
 - ELD may not replace any other core content in a student’s academic program unless it is for a limited time not to exceed one school year and the LEA has a plan for immediately mitigating any academic gaps that result (e.g. in the case of a newcomer program).
4. ELD instruction must provide support in the learning and acquisition of the languages of other content areas.

C. Guidelines to consider when planning direct instruction of ELD based on the BEC, *Educating Students With Limited English Proficiency (LEP) and English Language Learners (EL)*, April 14, 2009:

Entering (Level 1) = 2 hrs. per day
Beginning (Level 2) = 2 hrs. per day
Developing (Level 3) = 1-2 hrs. per day
Expanding (Level 4) = 1 hr. per day
Bridging (Level 5) = up to 1 hr. per day or support dictated by student need

This includes both direct language instruction and adaptations to instruction/assessment in all content areas. Exact hours of direct language instruction by proficiency level must be determined based on student need and program/instructional delivery model.

D. ELD instruction must be delivered via curriculum aligned with Pennsylvania’s Reading, Writing, Speaking, and Listening Standards, and the PA ELPS for ELs.

- Wyomissing has such a curriculum and utilizes it at all levels of instruction K-12.
- Appropriate materials: The ELD program uses research- and standards-based texts for its core instruction K-12. Supplemental materials, such as picture dictionaries, story books, literature, skills books, educational games, and computer programs are also utilized. Library holdings, including books and media, reflect multicultural needs.
- What is taught: The language of English is taught to children from other cultural and linguistic backgrounds, with the focus on developing the child’s BICS and CALPS knowledge and acquisition of English in listening, speaking, reading, writing, and comprehension in the classroom.

E. PA ELP Standards are an overlay to the academic standards and must be incorporated in planned instruction for ELs by all teachers. The district must support instructional planning and evaluation efforts between ELD teachers and content-area teachers by providing common planning time as appropriate.

F. Instructional providers: ELD instruction will be given by certified teachers holding a Pennsylvania Instructional I or II teaching certificate AND the ELD Program Specialist Certificate.

G. Grading of ELs: ELs must be graded using the same grading system as with all other students.

H. Assessment plan: The district annually administers the state-level ACCESS 2.0, a formal language assessment of BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive and Academic Language Proficiency) to all ELD students receiving direct instruction to measure their progress in English language acquisition and usage.

- ELD teachers administer on-going authentic formative and summative assessments within the ELD instructional environment to measure students’ English language comprehension and English language acquisition.
- All ELD students are required to take the PSSA and Keystone Exams. ELs who have been in an American school less than one year are exempt from the PSSA or Keystone Exam for reading, but still must participate in the PSSA or Keystone Exam for math.
- All ELD students also participate in additional screenings which provide additional measures of language growth.

V. RECLASSIFICATION AND MONITORING:

Wyomissing follows the state-mandated reclassification and monitoring criteria for English learners as outlined in current PDE reclassification criteria and the BEC: *Educating English Learners (ELs)*, 22 Pa. Code section 4.26, reviewed July 1, 2017

Districts must employ uniform procedures in accordance with state requirements for reclassifying English Learners (ELs) as former ELs (FELs) when they attain proficiency. An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS for ELLs, and gathered by teachers using standardized language use inventories.

Two language use inventories must be completed. An ELD teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ELD teacher cannot complete an inventory, both inventories may be completed by content teachers. If only one teacher can accurately complete the inventory, one inventory may be completed and the single score is multiplied by two. 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, are likely to reach the threshold. Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified.

The following tables display the points possible from the ACCESS for ELLs® and the language use inventories:

ACCESS Proficiency Level Score	Points Assigned
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

Language Use Inventories		ESL Teacher			Content Teacher		
		Low	Moderate	High	Low	Moderate	High
Rubric 1	Interaction	0	0.3	0.5	0	0.3	0.5
	Listening	0	0.3	0.5	0	0.3	0.5
	Speaking	0	0.3	0.5	0	0.3	0.5
	Reading	0	0.3	0.5	0	0.3	0.5
Rubric 2	Writing: Cohesion	0	0.2	0.3	0	0.2	0.3
	Writing: Word/Phrase	0	0.2	0.3	0	0.2	0.3
	Writing: Grammar/Sentences	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Narrative	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Report & Essays	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Arguments	0	0.2	0.3	0	0.2	0.3

Total possible points from both inventories 7.6

Total Possible Points from all components: 16

Threshold for reclassification: 10.5

When this reclassification score is equal to or greater than the cutoff, then a student *should* be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with the ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained.

ELs with Disabilities - taking the ACCESS for ELLs®

An EL with a disability may be considered for reclassification if:

1. The student has an IEP, **AND**
2. The student has been continuously enrolled in an ESL/bilingual education program for at least four years, **AND**
3. The student's overall composite proficiency level score on the ACCESS for ELLs® has not increased by more than 10% at any point or total over the three most recent testing cycles, **AND**
4. The IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

To calculate the percent difference between scores, use the following formula:

$$\Delta SS / SS1 (100) = \% \text{ change}$$

ΔSS : Difference between the scale score from year one and year two (or year one and year three)

SS1: Scale score from year 1

Example: A student scores 4.3 last year and 4.5 this year (or scored 4.3 in year 1 and 4.5 in year 3). The percent difference is $(.2/4.3)100$, which is 4.65%.

ELs with Disabilities (taking the Alternate ACCESS for ELLs®)

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

1. 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**
2. the IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

Although language use inventories are not required for ELs with disabilities as part of the reclassification process, teachers should consider completing them in cases where it is appropriate as a way to document language proficiency at the time of reclassification for future reference if needed.

Monitoring Plan for Reclassified Students

- In accordance with state requirements for actively monitoring the progress of former ELs (FELs), the district had a plan for monitoring FELs for a period of two years after reclassification and reports FELs to the state for an additional two years (total of four years of monitoring status).
- Appropriate records of student progress during the monitoring time must be maintained during the first two years.

Monitoring may include:

1. periodic review of grades / student performance
 2. local assessment results
 3. required state assessment results
 4. teacher observation
 5. RtII/MTSS Data
- Monitoring is NOT an extension of the language instructional program
 - Monitored students **cannot** be counted as ELs in any state or federal data collection systems for the purpose of acquiring state or federal funding.

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, then the district has the ability to re-designate the former

EL as an active EL and re-enroll him/her in the LIEP. In order to do so, it must be clear that the FEL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic supports and/or interventions.

- FELs who have been re-designated as active ELs must meet the state-required criteria to be reclassified as FELs. In cases such as these, the monitoring process starts over from year 1 upon the second reclassification.

VI. ELs with DISABILITIES: Legal references: *Free Appropriate Public Education (FAPE) statutes P.L. 105-17 (IDEA) PA Chap. 14 Regulations*

Program Compliance:

A. ELD instruction is classified as general curriculum according to The Pennsylvania School Code Of 1949, Chapter 4, Section 4.26. The academic program for an EL with special needs must consider ELD just as it must consider any other general curriculum services available to non- special needs students.

B. Special education services do not replace an English language instructional program.

C. Programmatic decisions regarding ELs with special needs should be made by the IEP team with appropriate ELD representation.

1. The IEP team must consider the need for ELD instruction.
2. The IEP team must consider both special education services and ELD instruction simultaneously, as appropriate.
3. The IEP team will need to receive input from the ELD professional when appropriate and include the ELD professional familiar with the student's language needs as well as the nature of the student's disability in team meetings.
4. If a special needs student is identified as an EL, or vice versa, the IEP team will check the limited English proficiency under special considerations on Part I of the IEP.
5. Determination of any accommodations used must be:
 - Based on a student's disability
 - Made by the student's IEP team
 - Properly documented on the students IEP, and
 - Properly coded on the assessment
6. The ELD professional carefully monitors the language-cognitive growth to ensure that any identification as a special needs child is truly warranted and in the child's best interest.
7. In any special education proceeding, every attempt is made to have the parents understand the procedures. This includes providing a native speaker to interpret for the parents.
8. When testing for the ELD/special needs student's cognitive growth during the MDE process, the testing should be done in the student's native language. If no qualified native-speaking tester is available, an interpreter may assist the school's psychologist in the testing to interpret the language of the questions or statements of the test(s).

9. The ELD professional must be notified of any changes in the Special Education services for an ELD/special needs student.

10. All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction must be in compliance with IDEA and PA Chapter 14 Regulations.

VII. PUPIL SERVICES: Legal references: *Titles VI & VII of Civil Rights Act 1964 Equal Education Act 1974 Office of Civil Rights 1970 Memo Lau v. Nichols - Supreme Court decision*

Program Compliance:

A. Access to Programs and Services

1. All ELD students are provided with the same opportunities to participate in curricular and extra-curricular activities available to all non-ELD students in the district.
2. Counseling: ELD students are carefully monitored by their ELD teacher, guidance counselors, classroom and instructional support teachers for both cognitive and affective growth. If problems arise, ELD students are provided with appropriate interventions to assist in making them more successful in the classroom. At the secondary level, career guidance is available to ELD students.
3. Data collection for ELD students occurs in these areas: PSSA/Keystone assessments, achievement test results, retention rates, attendance rates, extracurricular activity rates, rate of placement in special education, graduation and drop-out rates.
4. ELD students are eligible for gifted education or any other program that is available to all students in the school and for which they qualify. Assurances and procedures must be in place to allow equal access to all such programs with same-age peers.
5. Area Vocational-Technical Schools (AVTSs)/Career and Technical Centers (CTCs)
 - 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 be provided ELD instruction appropriate to their level or proficiency and properly adapted content-area instruction.
 - Comprehensive AVTS/CTC schools are responsible for providing ELD programs and staffing for students identified as ELS as outlined in this document.

B. Retention/Promotion: a student may not be retained in a grade based solely on his/her lack of English language proficiency. *If an EL is retained in grade, the LEA must be able to demonstrate that all appropriate modifications were made to instruction and assessment in order to allow ELs meaningful access to the general curriculum as well as to promote second language learning. Lau v Nichols, 414 U.S. 563.*

C. Train and Support Staff

1. Translation/Interpretive Services:

- The district currently has a contract for translation services with TransAct, Inc.
- Interpretation services are obtained through Language Line.

2. ELD Staff Development:

- The district provides annual funding for ELD teachers to obtain professional training and development through workshops, seminars, university courses, and district in-services.
 - ELD teachers are included in the district's Act 48 Professional Development Plan.
3. ELD teachers provide district-level and on-going building-level staff development and information sessions to apprise and support the classroom teachers, specialists, guidance counselors, and administrators in ELD matters.
 4. The district provides all non-instructional staff with annual ELD training appropriate to their needs.

D. Communication with Parents

1. Communication with parents must be in the parent's preferred language and mode of communication.
2. It is the LEA's responsibility to provide for translation (written) and /or interpretation (oral) services. In order to do this, LEAs must determine the preferred mode of communication of the parent and develop a plan for translation and interpreter services.
3. PDE provides translated documents necessary for communication with parents and students regarding general education and NCLB requirements via **TRANSACT**.
4. Other translated PA forms for special education can be found at the Pennsylvania Training and Technical Assistance Network (**PaTTAN**).

VIII. PROGRAM DOCUMENTATION: Legal references: *Castaneda v Pickard 1981- U.S. Court of Appeals, 5th Circuit The Provision of an Equal Education Opportunity to Limited English Proficient Students OCR, 1992*

Program Compliance:

- A. Wyomissing Area School District has a formal program guide for the ELD program. The program guide will continue to be revised as needed to reflect current changes in ELD programming.
- B. Wyomissing Area School District has developed and uses the PIMS database to maintain demographic and academic information on its ELs on an on-going basis.
- C. An evaluation of the ELD program is done periodically by the **district** to assess the effectiveness of instructional programs and language proficiency growth in the ELD population.

IX. Annual notification requirements

Parents of currently enrolled ELs must be provided 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
- A description of any Title III supplemental services being offered by the LEA (if applicable)
- A notification of their right to refuse Title III supplemental services (if applicable)