

North Penn School District
**Handbook Instructional Program For
English Learners (ELs)**



A resource detailing the North Penn School District's
English Language Development
(ELD) program

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Section 1 – Program Overview:

Definition of Limited English Language Student

A student with limited English proficiency is an individual who:

- was not born in the United States and whose native language is a language other than English and who comes from an environment where a language other than English is dominant, or
- was born in the United States but who comes from an environment where a language other than English is dominant and English is not a first language, or
- is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant

Instructional Program for English Learners (ELs): Goals and Objectives

The primary goal of the North Penn School District Instructional Program for English Learners is to increase the English language proficiency of students so that they can meet state and district academic standards. A related goal is to increase English language proficiency so that students can fully and successfully participate in all mainstreamed classes at an age-appropriate grade level. To meet these goals, the objectives of ELD instruction are the development of listening, speaking, reading, and writing skills in English. ELs will communicate for social and instructional purposes in addition to communicating information, ideas, and concepts necessary for academic success in content areas.

Program Description

An ELD program is provided in the district for students who are in need of ELD instruction. At the elementary level, ESL teachers and assistants meet the needs of approximately 375 EL students in eleven elementary schools. At the secondary level, ESL teachers and assistants meet the needs of about 200 EL students, grades 7-12, in three middle schools and one high school. These students come from a multitude of countries and speak more than forty different languages.

Enrollment and Identification of English Language Students

ELD instruction is designed to meet each English Learner's individual needs based on the results of the Home Language Survey and assessments in listening, speaking, reading and writing. The Home Language Survey is completed by/for every family upon registering in the school district. If the Home Language Survey indicates that the student was born in a country other than the United States, and/or a language other than English is spoken in the student's home, the following procedures will be followed: The District Registrar will notify the appropriate personnel at the student's school of attendance. A copy of the Home Language Survey and the Registration Form will be placed in the student's cumulative folder. The school staff will be notified of the date the student will begin school. At the elementary schools, the building secretary and ELD teacher will receive initial notification. At the middle schools, the guidance counselor and ESL teacher will be the initial contacts. In addition, at the high school level, the high school registrar and ESL teacher will initially receive the registration information. Opt out information, along with a parent communication form will be sent out after the initial screening to let parents know the results of the screening and their rights.

At the beginning of each school year, or upon entry into the district, the district shall notify parents of students qualifying for the English Language Development program regarding the instructional program and parental options, as required by law. Parents will be regularly apprised of their student's progress and have the right to opt their child out of English Language Development programming. Parents also have the right to opt their child back into English Language Development programming. The district will communicate the procedures for opt out and opt in to parents or guardians. Communications with parents shall be in the language understood by the parents, whenever possible.

English Language Learners: Entry Criteria According to the Basic Educational Circular (BEC)

Based on the responses to the home language survey (HLS), students must be assessed for potential placement in a program using the W-APT or WIDA screener unless they meet the criteria outlined below. Parent permission is not required to assess for English Language Proficiency.

Entrance into the ELD Program: if the initial process indicates the need for ELP assessment, the ESL teacher will arrange for the WIDA English Proficiency Assessment exam (W-Apt for kindergarteners or WIDA screener for 1st-12th grades). The results of this assessment and review of previous school records will be used to determine which ELD services/classes will be provided to the students. All assessment results, anecdotal records, etc., will be maintained in a red folder. These folders will be kept in each child's cumulative folder.

Interim: several criteria will be utilized to monitor the student's progress while acquiring English proficiency including:

- A. Feedback from content teachers, ESL teacher, Reading Specialist, ESL assistants, and parents
- B. Interim reports, report cards
- C. Assessments: including PSSA, ACCESS, Keystones, W-APT or WIDA screener, running records/RIs, Reading/writing/math CDTs, and content area assessments
- D. Communication with the student's parents, with interpreters as needed.
- E. *Secondary students* pass Keystone Exams in Algebra, Biology, English Composition, and English Literature
- F. For secondary ELs additional assessments will be used to determine a student's math level to provide appropriate placement into a math class.

Required State Exit Criteria:

North Penn School District complies with whatever current regulations for exiting that is supplied by the Pennsylvania Department of Education. Exiting criteria is commonly based upon student ACCESS scores.

English Learners: Grading Policy

According to the Basic Educational Circular (BEC): "The language instructional program must also provide ELs with meaningful, comprehensible access to instruction in all content areas required by Pennsylvania academic standards." In order to make the curriculum comprehensible the instruction and assessments must be modified to accommodate the EL's language level.

K-6 Beginner – no grades: All K-6 Limited English Learners will participate in all curricular areas with modifications and accommodations. Students may not be graded for up to two marking periods, depending on students' needs. Grading will begin at an appropriate time as determined by the ESL teacher and classroom teacher. Each beginner elementary EL student in grades K to 6 will receive a regular report card. Please use the Progress Level Indicators for marking the Characteristics of a Successful Learner and Performance Level Indicators for marking the content areas where possible.

The grade level report card may be accompanied by an ELD Language Arts report card, completed by the ESL teacher, each marking period for only beginner ELs. (See sample "ELD: Language Arts Beginner" report cards among "District Forms.") Kindergarten ELs will only receive the Grade level report card, even if they are at a beginner level.

7-12 Beginner – graded: All 7th to 12th grade EL beginner students will be graded with modifications and accommodations as needed. Students who arrive as non-speakers and score 2.9 or below on the WIDA screener may receive a P grade for their first two report cards and still receive credit for the course. See the back of the booklet for examples of modifications and accommodations. In grades 10-12 any classes that run for only 1 semester cannot receive a P and must be graded.

K-12 Intermediate and Advanced – graded: Intermediate and Advanced ELs will participate in all curricular areas with modifications and accommodations as needed. Students will also be graded with modifications and accommodations as needed.

Assessment accommodations may include: Tests read aloud, students may use books or Graphic Organizers, limit multiple choice answers, use of dictionary or translator during testing, providing extra time for test taking, word banks, providing sentence starters for short answers, limiting essay responses, overlooking grammar and sentence structure, alternative assessments, math word problems put in simplified language, providing formula sheets for math, use of calculators, get rid of negatively worded questions such as "all are true except", limit true/false tests.

Guidelines for student placement into secondary classes:

For students entering with transcripts and formal education in their native language (L1): After the WIDA screener, and assessment in math, a student should be placed on their academic, cognitive level into the appropriate classes.

For students entering without transcripts and/or lack of formal, interrupted education: After the WIDA screener and an assessment in math, a program will be devised based on ways to bridge the achievement gap. Literacy, language and math will be the priority. PA state DOE requirements and BEC guidelines must be followed. Please reference the ELD flow chart that was provided to all high school guidance counselors.

Language Arts: Students who score 2.0 or below on the WIDA screener, due to very limited education background, may be placed in both ELD basic/beginner and an additional reading class. Placement in the additional reading class may necessitate waiving credits in other areas temporarily.

Mathematics - one of the following options may be selected to bridge the achievement gap:

1. Students scoring 1-2 years below grade level in math will be included within the regular math classes, using accommodations and modifications as necessary.
2. Students scoring at least 3 grade levels below in math may be placed in an on grade level math class along with a below level math class on their instructional level, and receive credit for the below level math classes while waiving the grade in an on level math class.
3. Students scoring at least 3 grade levels below in math may be placed in an on grade level math class along with a below level math class on their instructional level and receive credit for both classes.
4. Below grade level achievement gaps may also be addressed during a daily intervention or resource period.

Additional classes:

1. Consideration will be given to what classes will have to be waived, due to their limited background in schooling and need to bridge their achievement gap.
2. Minors and classes, not mandated by the state for graduation, may be waived for students who are receiving additional reading and math classes. Credit will be awarded for the additional classes taken.
3. Additional flow charts are available listing appropriate classes through the guidance counselors.

Other Considerations for English Language Students

I. Reading Intervention/ELD students: Identifying ELD students for all Reading Support Programs. **Students currently in the ELD program** are eligible for referral for Reading Support programs using the following criteria to determine eligibility:

- Follow the MTSS protocol for identifying and exiting students in need of reading support
- Reading support, by law, cannot be denied due to ELD status

II. Special Education: An English Learner may be referred for MTSS review and/or special education placement. The multidisciplinary team will include the student's ESL teacher and other appropriate personnel. The multidisciplinary evaluation must find that the EL's disability or exceptionality is not based on limited, interrupted or no formal education. A language assessment must be conducted and, when appropriate, pertinent evaluations will be conducted in the student's primary language.

III. Gifted Education: An English Learner may be referred for Gifted Education placement. The multidisciplinary team will include the ESL teacher and other appropriate personnel.

IV. Retention: Retention of an English Learner in a grade is not, and cannot, be based solely on a student's limited English proficiency. Evidence of the need for retention must include lack of progress toward grade level standards, limited performance on district assessments, lack of attendance due to late enrollment for most/full school year, and limited success in the regular education program.

Section 2 - Staffing Roles:

English Learners: Staffing Roles – Elementary

The elementary ESL teacher is responsible for:

- Initial assessment and placement of EL students
- Yearly district and state assessment of EL students
- Initial scheduling for ELD instruction and support
- Primary instruction of English Language Acquisition
- Compiling information for and/or attendance at parent conferences, MTSS, MDE, or IEP meetings, etc.
- Record keeping of current and monitored EL students
- Tracking exit criteria
- Providing resources and guiding instruction to ESL assistants
- Collaboration with classroom teachers for
 - A. curriculum modifications and accommodations as needed
 - B. grading of students
 - C. integration of all curriculum when possible
 - D. sharing strategies used in the SIOP components to facilitate learning.
- Monitoring of exited students by post exit forms being sent to classroom teachers at the end of each marking period for two years. Forms will be kept in the English learner's red folder to document growth and/or any supports put into place.
- Grading of ELs in their schools
- Participation in regularly scheduled ELD meetings
- Maintaining an inventory of ELD materials in assigned schools
 - Monitoring students who have been opted out of ELD, as well as providing assistance to teachers who have opted out students in their classes

The elementary ESL assistant is responsible for:

- Providing students with support in the acquisition of
 - A. English language skills
 - B. content area skills
- Working with the classroom teacher and ESL teacher for implementation of instructional needs
- Working with students in preparation of special assignments
- Helping with the administration of tests, under the direction of the teacher.
- Conferring with the classroom teacher and ESL teacher to share student progress and plan future needs
- Sharing student progress with the appropriate professional staff
- Participation in regularly scheduled ELD meetings

At the elementary level, the classroom teacher will:

- Instruct EL students in all curricular areas
- Modify content area curriculum where necessary
- Make accommodations for EL students as needed
- Grade with accommodations and modifications appropriate to the English language proficiency level of the EL
- Provide a warm and welcoming environment

The secondary ESL teacher is responsible for:

- Initial assessment and placement of EL students
- Yearly district and state assessment of EL students
- Initial scheduling ELD instruction, content area instruction and support
- Primary instruction of English Language Acquisition
- Compiling information for and/or attendance at Parent Conferences, MTSS meetings, MDEs, IEPs, etc.
- Record keeping of current and monitored EL students
- Tracking exit criteria
- Providing resources and guiding instruction to ESL assistants
- Collaborating with content area teachers
 - A. provide curriculum modifications and accommodations as needed
 - B. grading of students in ELD
 - C. sharing strategies used in the SIOP components to facilitate learning.
- Monitoring exited students using Teacher Access Center and recording data on blue ELD cards in the cum folder. Recording will document growth and/or any supports put into place.
- Participation in regularly scheduled ELD meetings
- Maintaining an inventory of ELD materials in assigned schools
 - Monitoring students who have been opted out of ELD, as well as providing assistance to teachers who have opted out students in their classes

The secondary ESL assistant is responsible for:

- Assisting ESL teachers with clerical duties
- Assisting with the preparation of ELD instructional materials
- Providing students with support in the acquisition of
 - A. English language skills
 - B. Content area skills
- Conferring regularly with the content area teachers to implement ELD instructional needs, share student progress and plan for future needs
- Helping with administration of tests with the direction of the ESL teacher
- Working with students in preparation of special assignments: reports, classroom presentations, etc.
- Participation in regularly scheduled ELD meetings

At the secondary level, the content area teacher will:

- Provide EL students with appropriate instruction in the specific content area
- Modify content area curriculum and accommodate where necessary
- Grade with accommodations and modifications appropriate to the English language proficiency level of the EL
- Provide a positive environment
- Ensure the ELs involvement in classroom activities

Section 3 - ELP Levels:**English Language Proficiency Levels**

Within the North Penn School District ELD Program, students are generally identified as one of the following:

- Beginner (B)
- Intermediate (I)
- Advanced (A)
- PHLOTE, Primary Home Language Other Than English (P- not in need of ELD program)
- Exited (E)
- Monitored (M)
- Opted Out (O-Parents have chosen to opt their child out of ELD instruction, but not assessment)

These student levels are aligned with the English language proficiency levels resulting from standardized assessments. For example:

- Beginners could be Level 1 (Entering) or Level 2 (Emerging)
- Intermediates could be Level 2 (Beginning), Level 3 (Developing), or Level 4 (Expanding)
- Advanced ELs could be Level 4 (Expanding) or Level 5 (Bridging)
- Exited and Monitored students could be Level 5 (Bridging) or Level 6 (Fully Proficient)

These levels are also utilized in the five Pennsylvania English Language Proficiency (ELP) Standards:

- ELP Standard 1: English learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school.
- ELP Standard 2: English learners communicate information, ideas, and concepts necessary for academic concepts necessary for academic success in the content area of LANGUAGE ARTS.
- ELP Standard 3: English learners communicate information, ideas, and concepts necessary for academic concepts necessary for academic success in the content area of MATHEMATICS.
- ELP Standard 4: English learners communicate information, ideas, and concepts necessary for academic concepts necessary for academic success in the content area of SCIENCE.
- ELP Standard 5: English learners communicate information, ideas, and concepts necessary for academic concepts necessary for academic success in the content area of SOCIAL STUDIES.

Level 1 (Entering) – Beginning/Preproduction:

- The student does not understand or speak English with the exception of a few isolated words or expressions.
 - The student will receive ELA instruction with the ESL teacher.

Level 2 (Emerging) – Beginning/Production:

- The student understands and speaks conversational and academic English with hesitancy and difficulty.
- The student understands parts of lessons and simple directions.
- The student is at a pre-emergent or emergent level of reading and writing in English, significantly below grade level.
 - The student will receive ELA instruction with the ESL teacher.

Level 3 (Developing) – Intermediate:

- The student understands and speaks conversational and academic English with decreasing hesitancy and difficulty.
- The student is post-emergent, developing reading comprehension and writing skills in English.
- The student's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.
 - The student will receive ELD instruction either in either the ELD classroom or mainstream classroom.

Level 4 (Expanding) – Advanced Intermediate:

- The student understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy.
- The student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.
 - The EL will continue to receive ELD instruction in either the ELD classroom or the mainstream classroom.

Level 5 (Bridging) – Advanced:

- The student understands and speaks conversational and academic English well and will not be entered into the ELD program.
- The student is near proficient in reading, writing, and content area skills needed to meet grade level expectations.
- Full English Proficiency Levels and will be exited from the ELD program.
 - If the student has been exited, the student may require occasional support within the classroom.

Level 6 – Reaching- Formerly LEP/Now Fully English Proficient:

- The student was formally Limited-English Proficient and is now fully English proficient, or does not need ELD services.
- The student reads, writes, speaks and comprehends English within academic classroom settings.

Section 4 –

Assessment Accommodations

- Can use Word to Word English Language Dictionary or translator (if reading is NOT the subject being assessed)
- Study guide provided (ahead of assessment)
- Provide extra time for test taking
- Chunking of questions
- Overlook grammar and sentence structure errors (if writing is NOT the subject being assessed)
- Provide formula sheet/calculator
- Small group testing
- Simplify the language in the question

Assessment Modifications

- Eliminate distractors
- Limit the use of negative questions such as “the least” or “except”
- Word Bank
- Provide sentence starters for short answers
- Allow for alternative assessment expression such as list instead of essay
- Math word problems in simplified language

Classroom Accommodations

- Preferential seating
- Use of peer buddy
- Check for understanding of assignments, directions for tests, worksheets, homework, etc.
- Provide graphic organizers
- Provide relevant vocabulary lists with simplified definitions
- Provide copies of notes of other more proficient students if needed
- Modify homework assignments (limit number, quality versus quantity)
- Provide word walls
- Use visuals and “hands-on” manipulatives
- Use gestures to convey meaning non-verbally
- Provide concrete “real” examples and experiences
- Build background
- Use short simple sentences
- Establish consistent classroom routines
- Scaffolding tiered questions
- Accommodate classroom presentations
- Establish dialogue with families and utilize language line
- Encourage student coming to you for extra help and intervention
- Speak slowly
- Provide visual language to supplement oral lectures
- Please write in manuscript on the board

