

Northwestern Lehigh School District



Language Instruction Educational Program Guidelines

Grades K – 12

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Mission Statement

The mission of the K-12 Language Instructional Educational Program in the Northwestern Lehigh School District is to foster the development of English language proficiency that will support students in adapting and succeeding independently and socially in their new cultural and academic environment.

Teachers work to develop communicative, cognitive, and academic competence to ensure that students have full access to the range of social and educational opportunities available in the school system and the community.

Belief Statements

We believe that English Learner students bring rich language and cultural experiences to our district that our whole school community can benefit from.

We believe that all staff should be aware of the unique need of EL students and be supportive of those needs.

Program Overview

The Language Instruction Educational Program for grades K-12 builds and develops linguistic proficiency for non-native English speakers. The curriculum ensures English language acquisition and learning based on six areas: listening, speaking, reading, writing, critical thinking /learning strategies, and culture.

The goal of the program is to provide the students with the strategies and skills necessary to transition successfully into the mainstream classroom.

The scope and sequence is built upon the five Pennsylvania English Language Proficiency Standards and Pennsylvania's Academic Standards for Reading, Writing, Speaking, and Listening, the PA Core Standards for English, Language Arts and Literacy, History/Social Studies, Science and Technical subjects and the district Language Arts curriculum.

The Pennsylvania English Language Development Standards vary by grade level and are connected to the Common Core Standards. A complete listing of these standards by grade level can be found at:

<http://www.stateboard.education.pa.gov/Documents/About%20the%20Board/Board%20Actions/2017/ELD%20Standards.pdf>

Roles and Responsibilities

EL Teacher

The EL teacher's primary responsibility is to foster the development of English language proficiency. The EL teacher will support literacy in other subject areas as needed.

The EL teacher will seek out the regular education teachers who have EL students to share instructional strategies, communicate about adaptations and accommodations, and monitor student performance. The EL teacher will communicate information about EL students with building staff as necessary.

The EL teacher has the responsibility to adhere to all of the information contained in the EL Program Guidelines, the PA Basic Educational Circulars for EL, and other guidelines outlined by the PA Department of Education.

The EL teacher will order and administer the state required WIDA ACCESS for ELLs and share achievement results with regular education teachers, principals, parents, and the Director of Curriculum.

Regular Education Teacher

The primary responsibility for educating EL students lies within the regular education classroom teacher.

The regular education teacher must work cooperatively with and seek the support of the EL teacher to learn instructional strategies to assist academic and social proficiency for the EL student.

The regular education teacher must make every effort to ensure that EL students are fully integrated into classroom activities and all curricular areas. The regular classroom teacher has the responsibility to adhere to all the information contained in the Language Instruction Educational Program Guidelines, Pennsylvania Basic Educational Circular for EL and the guidelines outlined by the PA Department of Education.

The regular education teacher is responsible for giving grades to EL students in conjunction with the recommendations made by the EL teacher. Level 1 and Level 2 EL students should be graded using the rubric found on page 10 of this document, rather than the traditional grading system. The regular education teacher is responsible for making the appropriate accommodations and adaptations for EL students in conjunction with the EL teacher.

Building Principal

It will be the responsibility of each building principal to oversee the supervision of the EL teacher(s), EL instruction, and progress of the EL students. The Northwestern

Elementary Principal will be the supervisor of record for the EL teacher. Specific responsibilities for each building principal include:

- Assisting the EL teacher in schedule development
- Keeping the Director of Curriculum informed as to the status of the program
- Ensuring District policy and procedures relevant to the EL program are followed

Director of Curriculum

It will be the responsibility of the Director of Curriculum to hold the District-level responsibility to oversee the EL Program. The specific duties include:

- Attending EL contact meetings at CLIU #21
- Ensuring District policy and procedures relevant to the EL program are followed
- Monitoring the adequate yearly progress of EL students towards proficiency with the PA Academic Standards, Assessment Anchors and annual WIDA assessments
- Maintaining a record of the number of PHLOTES and EL students
- Completing the annual LEP System data collection required by PDE

Identification and Placement of Students

All parents/guardians registering new students in the Northwestern Lehigh School District must complete a Home Language Survey to determine if a language **other** than English was the student's first language, or that a language **other** than English is the predominant language spoken in the home, and if the student was born or a citizen in a country other than the United States. If any of these situations exists, the student will be eligible for an EL placement evaluation using the WIDA Screener or WIDA Paper Model Assessment.

An EL teacher conducts the evaluations using the WIDA Screener or WIDA Paper Model Assessment, evaluating the student's English proficiency in the areas of reading, writing, listening and speaking. The purpose of the evaluation is to assess the student's English language proficiency and to assist with appropriate placement and EL instruction. The EL teacher will then report the outcome of the evaluation to the parents/guardians using the EL Parent Letter.

Based on the results of the evaluation, along with previous school records, parent interview, and past WIDA scores, a decision will be made regarding the need for EL services. This information will be reported to the appropriate building principal and Director of Curriculum.

If it is still unclear whether a student is in need of EL services, an EL team meeting can be convened. This team may consist of the EL teacher, child's parent/guardians, building principals, and other instructional staff as needed.

EL Program Evaluation

The following information serves as guidelines to evaluate the District EL program as well as to monitor the yearly progress of EL students.

Responsibilities

EL Teacher

Maintain accurate achievement data detailing thorough evidence of an EL student's academic progress towards the PA Academic Standards and Assessment Anchors, Pennsylvania's Academic Standards for Reading, Writing, Speaking, and Listening, the PA Core Standards for English, Language Arts and Literacy, History/Social Studies, Science and Technical subjects, PA English Language Proficiency Standards, and the WIDA Access for ELLs.

- Report the academic progress of each EL student quarterly.
- Recommend and provide remediation or acceleration services as needed for EL students.
- Collaborate with regular classroom teachers to assist students in meeting with academic proficiency.

Supervisor of Record for EL Teacher

- Supervise the EL teacher using the District approved Supervision Plan.
- Support the need for remediation or acceleration as needed by EL students.
- Monitor EL instruction to adhere to District approved EL curriculum and program guidelines.

Monitoring EL Student Progress

EL students will receive quarterly progress reports. Parents of EL students will be invited to an annual EL parent meeting and will be invited to participate in parent/teacher conferences.

Achievement data collected and maintained for each EL student may include:

- Marking period grades
- Progress report notices
- Anecdotal records from the EL teacher
- Classroom formative and summative assessments
- EL Monitoring Reports
- Benchmark and/or diagnostic tests in math and reading
- Standardized test scores, i.e. PSSA, Keystone Exams
- WIDA ACCESS Results
- DIBELS Assessment scores
- Diagnostic Reading Assessment (DRA) reports

Collected data should be stored in the individual student's cumulative file enabling the EL teacher, regular classroom teachers, building principals, and Director of Curriculum to monitor EL student performance.

The EL teacher will meet with each building principal as needed regarding the academic progress of each EL student.

The EL teacher and the Director of Curriculum shall also meet annually to evaluate the EL Program Guidelines and student assessment data to monitor the program's effectiveness.

Types of Services

The type of EL contact must be dependent on the specific needs of each individual EL student and the material being taught. The list below outlines possible forms of support that may be offered to EL students, including combinations of any of the following:

Pull-Out Direct Instruction:

The pull-out direct instruction format is designed to provide direct instruction to students leading to increased English proficiency and mastery of English language skills. Pull-out sessions should be scheduled when it is determined to be most advantageous for each EL student.

Push-In Classroom Support:

The push-in classroom support format is designed to provide support to students in the application of English language skills during regular education instruction. This type of contact may be made during any content area instruction in the regular education classroom.

Immersion:

Immersion opportunities must be valued by the classroom teachers. EL instruction does not only occur between the EL teacher and the student, but primarily occurs with the help and assistance of the regular classroom teacher. While the EL student is in regular classes, assistance should be provided with regard to language comprehension, vocabulary development, and speaking and writing skills.

Observation/Consultation:

The observation/consultation format is designed to monitor student progress with English proficiency in the regular education classroom and/or provide suggestions to the regular education classroom teacher to enhance a student's English language skills. This type of contact may be made during any content area instruction in the regular education classroom.

Grouping of EL students:

One on one or small group instruction may be offered as an option depending on individual student needs.

EL Curriculum

EL curriculum documents are provided by the Pennsylvania Department of Education for all PA school districts. These documents can be found on the SAS Portal (www.pdesas.org) under the “Curriculum Framework” and “ELL Overlay” tabs

Direct link to documents: <http://www.pdesas.org/Page/Viewer/ViewPage/15>

Annual WIDA Assessment and Reclassification Criteria

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.

Using the following system, the ACCESS for ELLs® and the language use inventory together produce a single score. If that score exceeds the state-defined threshold, then the student is eligible to be reclassified.

Two language use inventories must be completed. An ESL 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 ESL teacher cannot complete an inventory (e.g. students whose parents have refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL teacher regularly), both inventories may be completed by content teachers or teams of 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.

Each language use inventory produces a single score and the sum of the two inventory scores is added to the ACCESS for ELLs® points assigned to determine if the student meets the minimum threshold for reclassification.

When this reclassification score is equal to or above 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.

An EL with a disability maybe 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.

Monitoring of Reclassified Students

District personnel are required to monitor the progress of each student who leaves the program for two years to ensure that they are successful in achieving academic standards. The EL teacher will document grades and give classroom teachers a brief evaluation form of exited students on a quarterly basis, until the four year monitoring time frame has expired. Re-designation of EL instruction can be considered if a concern exists.

Northwestern Lehigh School District
ENGLISH LEARNERS GRADING SYSTEM
FOR LEVEL 1 AND 2 EL STUDENTS in Middle/High School

Student Name _____

EL Level _____

School Year _____ *Marking Period* _____

Subject _____ *Teacher* _____

Students in the district's EL Program with minimal or no English proficiency can be challenging to grade in the traditional sense. The grading system below is designed for EL students who are functioning at a level 1 or level 2 on an English proficiency scale of 1 to 6. In the beginning of the school year, the EL teacher provided you with a packet of information that included your students' EL level. If you have any further questions on your student's level, please contact your EL teacher and the current level will be provided.

The rubric on the next page of this document is designed to allow the regular education teacher to measure a student's level of engagement with specific social skills and general work ethic. We find this rubric a necessary tool for regular education teachers due to the difficulty in assessing newcomers in the regular education curriculum.

IF THE CALCULATED GRADE BASED ON THIS RUBRIC IS LESS THAN A "C", PLEASE NOTIFY THE EL TEACHER PRIOR TO PROGRESS REPORTS AND/OR REPORT CARDS. ALSO, PLEASE NOTICE THAT THE GRADING SYSTEM FOR THIS RUBRIC IS BASED ON A DIFFERENT PERCENTAGE SCALE THAN THE REGULAR EDUCATION CURRICULUM.

Points to be given based on the 5 categories below:	10 Points	8 Points	<i>6 points</i>	<i>4 points</i>	<i>2 points</i>
ATTENDANCE AND PUNCTUALITY The student attends school on a regular basis and/or arrives to class on time.	Consistently	Mostly	Sometimes	Rarely	Never
PREPAREDNESS The student brings the proper materials for class such as a textbook, notebook, pencil or other necessary materials.	Consistently	Mostly	Sometimes	Rarely	Never
ATTENTION The student shows evidence that he/she is participating by making an attempt to follow directions or imitate the actions of other students.	Consistently	Mostly	Sometimes	Rarely	Never
EFFORT The student makes an effort to engage in classroom work at a basic level such as copying from the board or working with another student.	Consistently	Mostly	Sometimes	Rarely	Never
INDEPENDENCE The student moves from relying on the teacher and other students to functioning somewhat independently in the class.	Substantial	Considerable	Satisfactory	Minimal	No Evidence
Points to be given based on the category below:	<i>50 points</i>	<i>40 points</i>	<i>30 points</i>	<i>20 points</i>	<i>10 points</i>
PROGRESS / PERFORMANCE The student shows evidence of progress from the time he or she entered the class until the present.	Substantial	Considerable	Satisfactory	Minimal	No Evidence
TOTAL POINTS:					
*****GRADE COMPUTATION*****					
FINAL GRADE= _____					
TEACHER'S SIGNATURE: _____	A = 90-100 TOTAL POINTS	B=80-89 TOTAL POINTS	C= 65-79 TOTAL POINTS	D= 64-59 TOTAL POINTS	*PLEASE SEE ESL TEACHER IF STUDENT EARNS A "D".
DATE: _____					
ORIGINAL TO BE FILED IN EL CUMULATIVE FILE					

EL Programs and Special Education

Students who need an EL program cannot be placed in special education as a means of receiving English language instruction. However, if the student is identified as being eligible for special education services, the EL program must follow the student within the special education program. It is inappropriate to refer the English Learner (EL) for speech and language services as the means to assist the student in learning English.

Evaluating EL students with disabilities and assessing their progress can be difficult. Too often, EL students are placed in special education programs when they're simply struggling with learning due to language barriers. Some EL students may receive only language services for years, while a learning disability remains unidentified.

To determine if an EL student should be evaluated the team should consider:

- Is there information about a disability in the student's records?
- How long the child has been receiving instruction, both regular and EL, and how much progress he/she has made?
- The nature of the child's difficulties.
- Is the child's difficulty related to cultural or socio-economic factors?

When in doubt, err on the side of not evaluating the child for eligibility for special education. If an EL student shows signs of a disability that affects his or her educational performance, an evaluation should be requested. The team will need to decide what language to test in, based on the student's language dominance. Assessments must be administered in the student's native language or other mode and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is not feasible to so provide or administer. Remember, the team must select tests and evaluation materials that do not discriminate on a racial or cultural basis.

For EL students who are identified as having a disability all regulations and procedures stipulated in IDEA and Chapter 14 of the Pennsylvania School code must be followed.

The student's need for EL services must be documented in the Individual Education Program (IEP):

The Present Education Level of Academic Achievement and Functional Performance section will include a summary of the child's understanding, speaking, reading and writing in English.

The Functional Performance section will include a bullet indicating Communication, with specific information as to what the student's abilities are within the language acquisition process as well as any devices, methods and/or adaptations/strategies that have been used and proven to be successful, or not successful, in the process.

In the section for "Specially Designed Instruction" the services, modifications, and accommodations being recommended to address the child's EL needs should be described.

Parents' Right to Refuse English Language Development Services

Refusal of English Language Development (ELD) programs and/or services indicates an informed, voluntary decision by the parent to not have the 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 programs or services offered by the school.

Specialized services or instruction are those only provided for English Learners (ELs), for example ELD pull-out classes, English as a Second Language (ESL) tutoring, after school English tutoring for ELs or content classes consisting only of ELs. This does not include a class composed of ELs and non-ELs in which ELD is supported through content instruction.

School Districts are required to have policies and procedures in place which outline the Parental Refusal process.

- Upon having a student identified as an English Learner, the District must describe the ELD program recommended to the parent, including the advantages to their child in terms of English language acquisition and academic success.
- The District must also inform parents of their right to decline ELD programs or services in whole or in part, and supply the parents with the state required ENGLISH LANGUAGE DEVELOPMENT PROGRAM Parental Waiver Form.
- Parents are not allowed to opt their children out of any ELD programs or services based on schedule conflicts with other programs (such as special education programs); insufficient space in the available ELD programs; or insufficient offerings within the ELD program.

WIDA ACCESS for ELs Testing:

EL students who are opted out of the program by their parents must continue to take the state required WIDA ACCESS for ELs 2.0 test annually until the student attains English proficiency by meeting the state exit criteria and is reclassified non-EL status.

The District must continue to report the student as an English Learner even though the student's parents declined services.

- Provide ELD instruction within the general education content area instruction to meet the needs of the opt-out EL students.
- Notify parents if their child is struggling in general education classes and recommend the ELD program and services again.
- Present the ELD Program Inclusion Form to parents who wish to opt their child back into the school's ELD programs and services.

NORTHWESTERN LEHIGH SCHOOL DISTRICT

HOME LANGUAGE SURVEY*

The Office of Civil Rights (OCR) requires that school districts/charter schools/full day AVTS identify limited English proficient (LEP) students in order to provide appropriate language instructional programs for them. Pennsylvania has selected the Home Language Survey as the method for the identification.

School District: **Northwestern Lehigh School District** **Date:** _____

School (circle one): High School Middle School Northwestern Elementary Weisenberg Elementary

Student's Name: _____ **Grade:** _____

1. What is/was the student's first language? _____

2. Does the student speak a language(s) other than English?

(Do not include languages learned in school.)

Yes No

If yes, specify the language(s): _____

3. What language(s) is/are spoken in your home? _____

4. Was the student born in the US? _____ **Was the student born in PA?** _____

***If student was not born in PA, please state the date he/she entered PA** _____

5. Has the student attended any United States school in any 3 years during his/her lifetime?

Yes No

If yes, complete the following:

Name of School	State	Dates Attended
_____	_____	_____
_____	_____	_____
_____	_____	_____

Person completing this form (if other than parent/guardian): _____

Parent/Guardian signature: _____

*The Northwestern Lehigh School District has the responsibility under the federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, the District has the right to ask for the information it needs to identify English Language Learners (ELLs). As part of the responsibility to locate and identify ELLs, the District may conduct screenings or ask for related information about students who are already enrolled in the District as well as from students who enroll in the District.

Form Revised -2006