

**Millcreek Township School District  
Program Guide**

**ENGLISH  
AS A SECOND LANGUAGE  
PROGRAM**

**January 2011**

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## ENGLISH AS A SECOND LANGUAGE



Welcome! There are approximately 42,542 students in Pennsylvania who are Limited English Proficiency (LEP), speaking in 175 different languages. Educating these students is a challenge to and a responsibility of our public/charter schools. Many schools in Pennsylvania are experiencing a substantial increase in the enrollment of students who cannot speak, read or write English well enough to participate meaningfully in educational programs. Without basic instruction in English, and appropriate support services, these students are at risk of losing the educational opportunities provided to students generally.

The education of students, whose dominant language is not English and/or are English language learners, is the responsibility of every school district/charter school in the Commonwealth. Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations requires that the school district/charter school provide a program for every student who is limited English proficient (LEP) or an English language learner (ELL). 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 § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a Second Language (ESL) instruction."

To comply with this requirement, a school district must provide the student with a planned program of English as a second language instruction (ESL) to facilitate the acquisition of English language skills and provide an instructional program appropriate to the student's developmental and instructional level.

In July 2009, the *Basic Education Circular* (BEC), *Educating Students with Limited English Proficiency* (LEP) and *English Language Learners* (ELL) (refer to appendix) was revised to clarify the administrative responsibilities of Pennsylvania public/charter schools.

On the federal level the US Office of Civil Rights is responsible for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color or national origin. As in *Lau v. Nicholas* the United States Supreme Court affirmed the Department of Education memorandum of May 25, 1970 directed school districts to take affirmative steps to help ELL's overcome language barriers. The Supreme Court meaningful education before proficiency in English is obtained.

The Equal Education Opportunities Act of 1974 states that no state shall deny an equal opportunity to an individual due to race, color, sex or national origin. The Act prohibits denying equal education opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. An individual denied an equal educational opportunity as defined by that part of the Act may institute a civil action in an appropriate district court of the United States against such parties.

In 1981 the Fifth Circuit Court of Appeals formulated a test to determine district compliance with the Equal Education Opportunities Act of 1974 in the *Castaneda V. Pickard* case. The three-part test includes the following criteria:

1. Theory: the school must pursue a program based on an educational theory recognized as sound for ELLs.
2. Practice: the school must actually implement the program with instructional practices, resources and personnel necessary to transfer theory to reality.
3. Results: the school must not persist in a program that fails to produce results.

Based on the above federal and state documents, the Millcreek Township School District has a clear responsibility to develop and maintain an appropriate English as a Second Language Program.

In order to build public confidence in the District's comprehensive approach to meeting the needs of English Language Learners, it is extremely important that administrators, instructional and support staff understand the meaning of ESL program practices in the District.

The Glossary of definitions of terms, phrases and acronyms at the end of this guide, will assist the reader in understanding ESL definitions as referenced in the PDE Regulations and Federal Guidelines.

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*Provided by the Pa Department of Education*

*[http://www.portal.state.pa.us/portal/server.pt/community/English\\_as\\_a\\_Second\\_Language/7529/](http://www.portal.state.pa.us/portal/server.pt/community/English_as_a_Second_Language/7529/)*

## Statement of Program Goals and Objectives

The mission of the Millcreek Township School District is to create for all students learning experiences that provide the knowledge and skills necessary to be competent, responsible citizens, as well as lifelong learners.

The Millcreek Township School District believes:

- The education of English Language Learners is a combined responsibility of the student, the home, the school and the community.
- A safe environment for all students is essential for learning.
- Creative, practical and relevant learning experiences should be available to English Language Learners.
- Developmentally appropriate practices encourage English Language Learners to be active participants in the learning process.
- Equal access to educational resources allows English Language Learners to develop their potential
- New and existing technologies should be utilized to enhance the learning of English Language Learners.
- Continuous improvement is essential for an environment of educational excellence
- A balance of social, emotional, intellectual and physical well-being is fundamental to being a productive and responsible member of society.
- An acceptance of the worth and dignity of all people is necessary for a peaceful and productive school environment.

The Millcreek Township School District School Board approved Policy #138, *English as a Second Language*, outlines the educational process, rights and responsibilities for English Language Learners. (refer to Appendix C)

The District addresses the educational process, rights and opportunities in the District's Strategic Plan as an attachment to the Plan submitted to PDE.

The overall goal of MTSD's English as a Second Language (ESL) program is to provide services for Limited English Proficient (LEP) students with listening, speaking, reading and/or writing. The program is organized around five instructional/proficient levels:

1. Entering
2. Beginning
3. Developing
4. Expanding
5. Bridging

Research has shown that it will take an LEP student approximately 1-2 years to acquire Basic Interpersonal Communication Skills (BICS). BICS are the oral communication skills (understanding and speaking) the student needs in order to be able to understand what is going on in the classroom, playground, and social skills with peers, etc.

Research has shown it will take an LEP student approximately 5-7 years to acquire Cognitive Academic Language Proficiency (CALP). CALP involves the understanding, speaking, reading and writing skills the LEP student needs to be academically at the “same level” as his/her English speaking peers.

## Orientation and School Enrollment Procedures

The required enrollment documentation for ELLS is the same as for other students who enroll in MTSD and include:

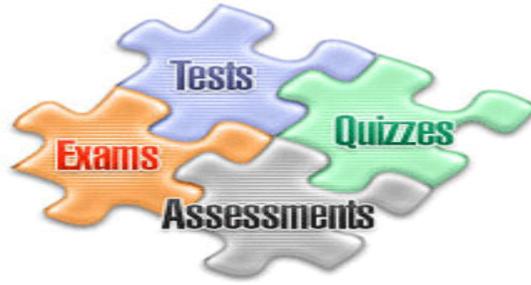
1. Proof of the child's age
2. Proof of immunization required by law
3. Proof of residency
4. Parent registration statement
5. Home Language Survey

The district may ask parents for additional information that would be helpful in meeting the child's educational needs.

During the orientation process the following basic information will need to be shared with the parent and student:

1. orientation of the school building
2. description of classes the student will attend
3. description of the ESL program
4. important school telephone numbers
5. special programs available
6. homework and attendance policies
7. district wide assessment practices and procedures

If an interpreter or translator is needed, the District will try, to the best of its ability, to secure an interpreter or translations in the student's/parent's native language or preferred mode of communication. All arrangements must be made through the Pupil Services Office (814-835-5334) at least 5 school days in advance through the district's contracted service provider(s).



## Annual State English Language Proficiency Assessment

The Pennsylvania Department of Education has joined the multi-state World Class Instruction Design and Assessment (WIDA Consortium). The WIDA Consortium developed an assessment entitled *Assessing Communication and Comprehension in English State to State for English Language Learners* (ACCESS for ELLs). Therefore, the Pennsylvania Department of Education will be using the ACCESS for ELLs as the statewide assessment instrument for the required annual assessment of English language proficiency. Access for ELLs is a standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science and social studies within the school context across the four language domains of listening, speaking, reading and writing.

### Special Instructions and Information concerning the ACCESS for ELLs Assessment

- All identified ELLs, including students with disabilities, in an ESL instructional program at the time of the assessment window must take the ACCESS for Ell's assessment.
- Exited and monitored students DO NOT take the ACCESS assessment.
- Kindergarteners are required to be assessed in all domains of listening, speaking, reading, and writing.
- In situations where a student moves from one school building to another school building in the district or moves from one LEA to another LEA during the ACCESS testing window, under PA policy, the new school/LEA is responsible for administering or re-administering the test. The receiving school provides a new test booklet and bubbles in the student demographic information.
- Newly enrolling students, who arrive after the deadline for ordering testing materials, are not required to be assessed using the ACCESS for ELLs annual assessment for that year.

- PA adheres to WIDA’s guidelines when considering appropriate accommodations for ELLs with disabilities. The accommodations provided in the *District and School Test Administration Manual* apply only to ELLs with disabilities and testing accommodations should be stated in the IEP or 504 plan.
- Any student should not be required to continue the assessment if there is evidence of frustration and the inability to continue is evident. Test portions that are completed will be scored.

For more information concerning the WIDA Consortium, please feel free to visit their web site at the link below:

[WIDA Consortium Web Site](http://www.wida.us/) at <http://www.wida.us/>

## Identification of ELLs

All parents and students new to Millcreek Township School District are required to fill out the **Home Language Survey** form. The three questions asked which pertain to Child Find for English Language Learners (ELLs) are:

1. What was the first language your child learned to speak?
2. Does your child speak a language other than English?  
If yes, specify the language (Do not include languages learned in school)
3. What language(s) is/are spoken in your home?

If any of the responses are other than English, the information is directed to the attention of certified staff responsible for ESL evaluation. Survey forms, whose responses indicated English as the primary language, are dated and placed in the student's permanent record file.

For students whose Primary Language is Other Than English (PHLOTE), the district will determine the student's English language proficiency using formal and informal assessment measures. Measures to be used for assessing levels of proficiency and progress could include standardized testing, curriculum-based assessments, teacher observations and portfolios. Four areas that must be considered are: Listening, Speaking, Reading, and Writing. The district also believes that the area of cultural awareness should be considered.

When a student is identified as an ELL, he/she will be administered the W-APT by a trained ESL staff member. W-APT stands for the WIDA-ACCESS Placement Test™. This assessment tool, known as the "screener", is used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or newly enrolled in the school district. It can help to determine whether or not a child is in need of English language instructional services, and if so, at what level. (WIDA, 2009)

The W-APT™ has three main purposes:

- To identify students who may be candidates for English as a second language (ESL) and/or bilingual services;
- To determine the academic English language proficiency level of students new to a school or to the U.S. school system in order to determine appropriate levels and amounts of instructional services; and
- To accurately assign students identified as ELLs to one of the 3 tiers for ACCESS for ELLs®.

The W-APT™ is an adaptive test that can gauge students' proficiency up to and beyond Level 5 of the WIDA ELP Standards. Like ACCESS for ELLs®, there are five grade level clusters: Kindergarten, 1-2, 3-5, 6-8, and 9-12. All five tests are designed to guide ELL educators in decision-making regarding a child's ELL status and services.

In all the grade level clusters for grades 1-12, the test will result in a score for each language domain—Listening, Speaking, Reading, and Writing. The test materials also include instructions for calculating a child's overall composite score, with Reading and Listening scores weighing more heavily into the composite score than Speaking and Listening scores. The Kindergarten W-APT™ results in an oral proficiency score as well as diagnostic information about a child's Reading and Writing skills. (WIDA, 2009)

Instructional placement of the student will be based on the Student's proficiency level. Transitions between levels will be based on student progress, standardized testing, teacher observation and curriculum based assessment.

**ELL students will participate in the PSSA and district-wide standardized testing. ELL students who are in their first year of enrollment in a U.S. school are not required to participate in the reading or writing assessments; they must take the mathematics and science assessments.**

# 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:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School:** \_\_\_\_\_

**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. Has the student attended any United States schools for a total of 3 full years during his/her lifetime?**

Yes  No

Please list any U.S. School the student has attended:

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

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

**Parent/Guardian signature:** \_\_\_\_\_

\*The school district/charter school/full day AVTS has the responsibility under the federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, the school district/charter school/full day AVTS 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 school district/charter school/full day AVTS may conduct screenings or ask for related information about students who are already enrolled in the school as well as from students who enroll in the school district/charter school/full day AVTS in the future.

# Parental Consent for English Language Instruction Programs

COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION  
BUREAU OF TEACHING AND LEARNING SUPPORT  
**January 12, 2005**

TO:           **Superintendents  
Chief Executive Officers  
Principals  
Intermediate Unit ESL Program Coordinators  
School District ESL Program Coordinators**

FROM:       **Barbara Mowrey  
ESL/Bilingual Education Advisor  
Title III State Director**

The following information explains the obligations of LEAs providing ESL/Bilingual programs to students identified as English language learners (ELLs) as they relate to parents' requests to opt their children out of such instruction.

## **LEA's Obligation to Provide ESL/Bilingual Programs**

Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d (Title VI), requires school districts to provide equal educational opportunity to language minority students. Pursuant to Title VI, each district must identify which of its students have limited English proficiency and provide an effective program that affords meaningful access to the district's educational program.

Section 4.26 of the Pennsylvania State Board of Education regulations, 22 Pa. Code §4.26, codifies this requirement as follows:

*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 § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction.*

Therefore, ESL/Bilingual programs are mandated. School districts may choose to implement an ESL/Bilingual program based upon a variety of models to address their districts' specific needs. Regardless of the manner in which a school district chooses to operate its ESL/Bilingual program, the district remains responsible to provide a core program to ensure that each limited English proficiency (LEP) student's English proficiency and academic needs are met.

### **Parents' Limited Right to Opt Out of ESL/Bilingual Programs**

Section 4.4 (d)(3) of the Pennsylvania State Board of Education regulations, 22 Pa. Code §4.4(d)(3), requires school districts to adopt policies that permit parents to have their children excused from specific instruction only in the limited circumstance described below:

*School districts (including charter schools), AVTSs and intermediate units shall adopt policies to assure that parents or guardians have the following:*

*The right to have their children excused from specific instruction which conflicts with their religious beliefs, upon receipt by the school district (including charter schools), AVTS or intermediate unit of a written request from the parents or guardians.*

Consequently, a parent may not seek to have his or her child excused from a district's ESL/Bilingual program unless the instruction conflicts with the family's religious belief.

### **Title III of the No Child Left Behind Act of 2001 (NCLB)**

Title III funding may be used by school districts to enhance existing ESL/Bilingual programs. NCLB makes it clear that Title III funding is to be used to *supplement*, not supplant, existing programs. Title III funded enhancements may include, but are not limited to, after-school programs, summer programs, tutorial programs or additional supports funded by Title III. Parents may opt out of Title III services that support a district's ESL/Bilingual program per the NCLB Act, 20 U.S.C. §3302.

### **Summary of LEA Requirements Regarding ELLs**

- All students entering the district must be given a Home Language Survey (HLS). THERE ARE NO EXCEPTIONS for the HLS. It is part of the enrollment process.
- Based on the responses to the HLS, students must be assessed for potential placement in a program unless they meet the criteria outlined in the PENNLINK entitled LEP ASSESSMENT dated September 24, 2004. *There are certain student scenarios that may preclude assessment if a student can demonstrate English language proficiency.*

***Students should meet two of the following three criteria to be exempted from a formal English language proficiency assessment.***

- *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.*

*Newly enrolling students completing the HLS with previous school records indicating that they meet two of the three criteria above may also be exempt from formal assessment for placement in ESL/Bilingual programs. **However, newly enrolling students without such records must be assessed for their English language proficiency.***

*The formal English language proficiency assessment results are the indicator for placement in ESL/Bilingual programs and can be used in combination with the criteria above to determine the best instructional placement for students.*

Student records for children from other states or school systems can be considered as part of the criteria.

- Parent permission to assess IS NOT REQUIRED.
- Parent notification of student assessment results and placement in an ESL/Bilingual program is required.
- Written parent notification for student placement in Title III programs/services is required along with written guidance pertaining to parental rights, including the right to have the child immediately removed from or decline enrollment in such a program. 20 U.S.C. §3302 (a)(8)(A)(i) and (ii).
- Non-English speaking parents must be provided communications in a language they understand to the extent practicable. Using a student or a minor to provide translation is inappropriate.
- English language proficiency assessment results, for both district and state assessment, are placed in the student's permanent records.
- LEAs must present the ESL/Bilingual Program Plan that defines the core program for all students to parents/students. Individualized plans are not required.

- LEAs may choose to list Title III funded programs/opportunities for students so that parents may decide if they want their child to be included in the instructional program(s)/service(s).
- LEAs must inform parents of the criteria to exit an ESL/Bilingual program.
- It is important to note that the hallmark of a successful ESL/Bilingual program is student progress toward English language proficiency and the PA Academic Standards.
- Placement in an ESL/Bilingual program is not a permanent placement or label. The goal is to exit the child as soon as he/she is able to meet the exit criteria.
- Monitoring is required for two years after a student exits an ESL/Bilingual program and appropriate records must be maintained on student progress.

## Foreign Exchange Students and English as a Second Language

COMMONWEALTH OF PENNSYLVANIA  
PENNSYLVANIA DEPARTMENT OF EDUCATION  
September 22, 2006

**TO:** School District Superintendents  
Charter School CAOs  
Intermediate Unit Executive Directors  
Title III Coordinators  
ESL Coordinators, Administrators and Teachers  
Testing Coordinators  
Guidance Counselors

**FROM:** Barbara Mowrey  
ESL/Bilingual Education Advisor  
Title III State Director  
Bureau of Teaching and Learning Support

This memorandum updates and replaces previous guidance issued May 14, 2002 and April 3, 2003 regarding foreign exchange students.

The United States Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement For Limited English Proficient Students (OELA), issued an official letter to clarify the placement of foreign exchange students in language instructional programs. The letter states that an important goal is to help English language learners who reside in the United States attain English language proficiency in comprehension, listening, speaking, reading and writing English and achieve challenging academic content standards. Foreign exchange students come to our country to experience the American culture and at the same time provide our students with the opportunity to learn from other cultures.

Therefore, foreign exchange students are **NOT** required to:

- Be identified for English as a Second Language instruction based on Pennsylvania's home language survey;
- Be assessed for placement in English language instructional programs;
- Be included in the LEP SYSTEM data collection as ELLs or immigrants;
- Participate in the annual state English language proficiency assessment.

**HOWEVER**, foreign exchange students *are required* to participate in the PSSA, and their results are attributed to the host family's district of residence and to the state.

## Determining LEP Students' Potential Need for Special Education Services

### Preferred Strategies for determining the need for LEP Students to have an IEP

- Carefully collect and analyze information including:
  - Level of proficiency in reading, writing, speaking, and understanding English
  - Time in US & receiving instruction
  - Information on culture and development
  - Compare to the development of children with similar backgrounds
  - Opportunity to learn—quality and quantity

### Evaluation for Special Education

- A child is not a child with a disability if the presenting problem is caused by:
  - Lack of instruction in Reading, including in the essential components of reading instruction
  - Lack of instruction in Math
  - Limited English proficiency
- Assessments used are:
  - Not discriminatory or racially biased
  - Provided and administered in the **child's native language or other mode of communication** and in the form most likely to yield accurate information
  - Valid, reliable; administered by trained personnel
  - Able to assess child in all areas of suspected disability and to provide relevant information
  - Coordinated for children who transfer during academic year to ensure prompt completion of full evaluation.

### Individualized Education Program (IEP)

- Procedural Safeguards are issued in native language
- Section I- Limited English Proficiency must be checked
- Section II-Present levels must include: reading, writing, speaking, and listening in 2<sup>nd</sup> language
- Section VI-Related services section must include support provided by ESL teacher

## Clues to Distinguishing Differences from Possible Disabilities

- Uncommon and extended delay in beginning to acquire English oral skills
- Lack of continued, steady progress in L2 proficiency
- Inability to retain simple, learned knowledge from one day to another
- Apparent lack of comprehension of simple concepts, even with help of bilingual peers
- Inability to conform to or follow simple classroom rules
- Lack of oral production
- Unexpected behaviors; social withdrawal; unusual peer interaction
- Limited self-help skills for younger students
- Apparent weakness in pencil-paper skills
- Recorded or reported relevant birth or medical history
- Language/communication difficulties at home and in L1
- Fine, gross or oral difficulties
- Documented/reported history of academic difficulties in home country

## Instructional Program

The District's English as a Second Language program meets the requirements of the three prong test mandated by the Civil rights Act of 1964. The program is based on sound educational and language learning theory, implemented with sufficient resources and staffed by appropriately prepared personnel and periodically evaluated.

Planned Instruction in ESL includes listening, speaking, reading, and writing at different levels of proficiency. Cultural Awareness is also addressed.

### **Levels of proficiency with guidelines for recommended time for direct instruction:**

- Level 1 – Entering – use of pictorial or graphic representation of language with basic oral language supported by sensory interaction (2 hours)
- Level 2- Beginning – use of phrase, short sentences and general language supported by sensory, interactive support (2 hours)
- Level 3 – Developing –use of expanded sentences, some specific content terminology with oral language retaining much of true meaning (1 - 2 hour)
- Level 4 – Expanding – use of variety of sentence length with some specific and technical language and minimal semantic or syntactic errors (1 hour)
- Level 5 – Bridging – use of variety of complex sentence structure with specialized or technical language usage comparable to English speaking peers when used in grade, level material (up to 1 hour)
- Level 6 – Reaching – use of language in content areas appropriate for grade level with variety of complex sentences communication in English comparable to English proficient peers

**ESL instruction may replace language arts/English instruction. At the secondary level, ESL may replace English classes required for graduation. ESL instruction may not take place during other content classes which are required by the PA School Code.**

The amount and type of ESL instruction provide to students is based on the student's level of language development and proficiency as determined using a variety of criteria which may include: an English language proficiency instrument, standardized testing, curriculum based assessment, teacher observations, etc. Progress will be monitored and reported to the parent on a quarterly basis.

The goal is to provide daily ESL instruction commensurate with each student's proficiency level. Students will be placed in age appropriate content classes. Student needs will be addressed by the content area teachers in collaboration with ESL instructor. Student's progress will be reviewed, at least, annually to determine if the students is acquiring a sufficient number of credits needed for graduation.

**Program Evaluation Procedures**

The English as a Second Language Program will be evaluated annually by district administration.

Data to be collected and reviewed may include: student grades, attendance, movement between levels of proficiency and scores on standardized tests and PSSA results. Data will be used to determine yearly program effectiveness.

## Exit Criteria for Pennsylvania's English Language Instructional Programs for English Language Learners (Updated Aug, 2011)

The exit criteria provided below for English Language Learners (ELLs) represent valid and reliable evidence of a student’s English language proficiency to exit from an English language instructional program. Every LEA must include the following exit criteria in the LEA Program Plan for ELLs.

In order to meet the required state exit criteria for Pennsylvania’s English language instructional programs for ELLs, LEAs must use **both of the required exit criteria** listed below. In addition, LEAs must ensure that students meet **one of the two additional exit criteria** provided below to exit from an English language instructional program:

### **Required Exit Criteria:**

1. Score of BASIC on the annual Pennsylvania System of School Assessment (PSSA).

#### ***SPECIAL CIRCUMSTANCES:***

- For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to BASIC on the PSSA.
- For students that are in a grade that is not assessed with the PSSA, LEA’s must use each of the remaining criteria listed below to exit students.

2. Score of 5.0 on an ACCESS for ELLs Kindergarten assessment or score of 5.0 on a Tier C ACCESS for ELLs assessment (*See items A and B below for cutoff score flexibility*).

- A. Following the scoring criteria in the table below, the W-APT may be administered between April and June to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.

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

<b><u>Grade Level</u></b>	<b><u>ACCESS Score</u></b>	<b><u>Required W-APT Scores*</u></b>
K	Cut-off 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

\* *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 can be used along with all other required criteria outlined in this policy 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 the PSSA.

PDE will post this updated guidance on the WIDA website at [www.wida.us/states/Pennsylvania.aspx](http://www.wida.us/states/Pennsylvania.aspx).

Questions may be directed to Linda Long ([lilong@pa.gov](mailto:lilong@pa.gov)) or Tami Shaffer ([tshaffer@pa.gov](mailto:tshaffer@pa.gov)).

## **Student Program Participation and Support Services**

### Special Education

All ELLs who are determined to be eligible for special education services must continue to receive ESL instruction at the appropriate proficiency level. If a student does qualify for special education services, one comprehensive plan will need to be developed which would include ESL needs (see page 15).

### Student Support Services

ELLs have access to all school programs, including counseling and other school services. Counseling services and school programs should address issues related to adjustment to a new culture and/or content knowledge. Any students who are experiencing difficulty academically, emotionally, or socially have access to Student Support. The Student Support Screening Team process assures the coordination of resources to maximize the benefits to all students.

### Federal Programs

Students with limited English proficiency may participate in all federal or other programs within their home or assigned school for which they qualify. Collaboration among programs to provide services to students should maximize the benefits to the students.

### Extra Curricular Activities

English Language Learners have access to and are encouraged to participate in all aspects of the academic and extracurricular opportunities available in the District.

### Vocational-technical Education

The participation of ELLs in vocational-technical education classes and programs is not determined by their level of English language proficiency. Participation must be determined by the same criteria as a traditional student follows. ELLs have access to any course of study available. It is the responsibility of the program instructor to make the necessary accommodations. Vocational students who are ELLs must be provided instruction appropriate to their level of proficiency.

## Communication with Students' Homes

The District endeavors to provide information to the students and parents in their preferred language or mode. The District also provides interpretation and translation services through internal and external sources.

The District offers to provide an orientation to parents as well as students. The orientation includes basic school information, a description of the ESL program, what content classes the student will attend, what special programs are available, homework and attendance policies and District wide assessment practices and procedures.

The District is responsible for providing accommodations that parents need for participating in meetings or school events. That includes interpreters for hearing impaired or non-English native speaking families.

## Accessing an Interpreter

1. If a family indicates they would like to have an interpreter, please call the Pupil Services office at 835-5334 as soon as possible with date, time, location and language needed. They will contact the agency with whom the district contracts for services. MTSD staff other than the Pupil Services office is not permitted to make the arrangements directly.
2. Families who wish to have interpreting services paid for by the district, must follow the service in advance of its provision through the process noted above. Parents who wish to make arrangements privately may certainly do so, but the District will not be able to pay for them.
3. Interpreters may send their forms to the Pupil Services office to process for payment.