

ESL

English as a Second Language Handbook

Montrose Area School District

ESL PROGRAM

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PENNSYLVANIA ESL CURRICULUM REGULATIONS

Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations requires that the school districts provide a program for every student who is limited English proficient (LEP) or an English language learner (ELL). The regulations state: "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."

MISSION STATEMENT

The mission of the English Language Development (ELD) Program in the Montrose Area School District is to provide instruction and support to foster the linguistic, academic, personal, and social growth of English Learners (ELs).

ESL PROGRAM GOALS AND OBJECTIVES

The ESL (English as a Second Language) program is established to provide students with the vocabulary and grammatical structures needed for both school performance and everyday living. The program functions in grades K-12, following the Planned Course of Instruction developed for regular education in the Montrose Area School District.

Together with the classroom teacher, the ESL teacher develops language acquisition and cognitive academic language skills using sound instructional techniques. The ESL program provides the English Language Learner (ELL) the opportunity to grasp the academic, social, and cultural aspects of the English language through the teaching of reading, writing, spelling, and listening.

The goal of the ESL program is to help students develop language skills necessary to be successful students and members of society. This can be done most effectively by meeting the following objectives:

1. to nurture self-pride and self-identity in each student's linguistic and cultural heritage.
2. to develop proficiency in the English language.
3. to reach a level of proficiency in reading, writing, speaking, and listening as outlined in the Pennsylvania State Standards.
4. to reach a level of proficiency in all content areas.
5. to provide curricular and extra-curricular opportunities for ELL in a similar fashion to our non-ELL students.

English Learner (EL) Services in AEDY Programs

ELs cannot be placed in an AEDY program that fails to provide English Language Development (ELD) services and English as a Second Language (ESL) services delivered by licensed ESL teachers. Such evidence is required as a part of the initial application and program approval process.

AEDY programs accepting ELs must provide ESL services that utilize teachers who hold ESL teaching credentials and use materials that are appropriate for the ELs' ages and levels of English proficiency based on the student's assessment.

Sending LEAs must ensure that an individualized assessment is conducted for every EL to ensure that the proposed AEDY placement can meet the individual student's needs and will provide all services and supports to the student.

AEDY programs accepting ELs must ensure that parents with Limited English Proficiency (LEP) are provided adequate translation and interpretation services. AEDY programs must provide all important information to parents who are not proficient in English in a language or mode of communication that they understand.

AEDY programs accepting ELs must utilize teachers that hold ESL certification and use appropriate educational materials. LEAs referring ELs to AEDY programs must establish an EL service plan to ensure that ELs are provided adequate and appropriate ESL services. LEAs must

submit their EL Service Plans to PDE. AEDY programs must have the faculty and materials necessary to provide adequate and appropriate language instruction and language assistance services that teach ELs English in all four language domains (reading, writing, speaking, and listening) and provide meaningful access to their grade-level core content instruction.

Registration and Identification

Montrose Area School District student registration is conducted through a central registration process. All registering students (including ELL) must present immunization records and complete the Home Language Survey and provide proof of residency within the Montrose Area School District. No ELL enrollee will be subject to scrutiny that is not part of the normal enrollment process.

Individuals answering any question of the Home Language Survey with a response of a language other than English will result in the student being given a formal English language proficiency assessment.

If the student’s development of English may have been impacted by exposure to another language in any way, a secondary screening of student academics will be reviewed.

Evidence, from previous schooling if available, that the student has a sufficient level of English language proficiency to benefit from instruction in English without specialized supports or accommodations might include scores from standardized summative or interim tests in English, English proficiency exam scores (WIDA ACCESS 2.0 or other), passing grades for core content classes conducted in English, and/or work samples.

If previous school academic records are not available, or they do not contain reasonable evidence of English proficiency, then the WIDA Access screener and/or W-APT (K only) should be administered.

Screening/Assessment

A student identified as a PHLOTE (Primary Home Language other than English) will be evaluated by an ESL teacher using the **WIDA ACCESS screener (Grades 1-12)** or the W-APT Kindergarten screener only to determine ESL instructional level placement.

If screening has determined the student is to be classified as an English Learner, the ESL Specialist/Coordinator notifies the PIMS Coordinator/SIS Data Entry and completes necessary information into the district data system.

If the student, based on PDE screening criteria [EL Identification Procedure K-12](#), is declared an EL, parents/guardians are notified with the type of testing, results of that testing, recommended program placement along with a detailed description of the Language Instruction Educational Plan (LIEP), its intended benefits for their children, and an explanation of its effectiveness.

Parents/guardians have the right to refuse English Language Development (ELD) Services.

Refusal of ELD programs and/or services indicates an informed, voluntary decision by the parent/guardian to not have the child placed in any separate, specialized ELD service or instructional program. A waiver indicates a desire by the parent/guardian to waive the child from participation in all or some of the ELD programs or services offered by the school. If parents/guardians wish to opt-out of ELD Services, they must contact the ELD Department by email or phone number.

ESL Placement

ESL students shall be placed in a grade level that is appropriate according to educational experience and their age. Any deviation from an age-appropriate placement shall be based on factors other than proficiency in the English language. Parents and/or guardians will be notified of their child's participation in the ESL program. Progress is monitored continually to assess students' current instructional needs.

All teachers of ELs will receive screening information, [WIDA CAN DO DESCRIPTORS](#) and accommodations needed for ELs' social and academic success.

Criteria for ELs with Disabilities

If the student has an Individualized Education Plan (IEP) or is suspected of having a disability (e.g., the parent states that the student has a disability), then enrollment personnel must coordinate with Special Education staff to complete this procedure.

If the student arrives with an IEP, Screening, if required, must be completed with appropriate accommodations and the test results must be interpreted in consultation with Special Education personnel.

If the student is suspected of having a disability but a determination cannot be made prior to completing this procedure, Screening, if required, must be completed with any administrative considerations, universal tools, or accommodations that the ESL/SPLLED educators deem necessary.

All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction must be in compliance with the [Individuals with Disabilities Education Act \(IDEA\)](#) and [PA](#)

Chapter 14 Regulations. See PDE’s Bureau of Special Education website for access to all related regulations, policies, guidance, and FAQs.

This procedure must be completed in accordance with the outlined guidelines and the student must be placed in the appropriate language instruction educational program (LIEP) based on the information available at the conclusion of the identification procedure.

If, after the student is placed in the LIEP, the student is determined to have a disability that may have affected the screening (e.g., requires a testing accommodation that was not offered), then the student must be re-screened using the appropriate accommodations. If the student does not meet the criteria for identification as an EL based on this subsequent testing, the student will be placed in an appropriate individualized educational program.

ESL EDUCATIONAL PROGRAM

All students at the Montrose Area School District who 1) first spoke a language other than English; or 2) come from homes where a language other than English is spoken; or 3) speak in a language other than English will be eligible for ESL services if entry criteria is met. Grades K-12 ESL instruction is offered as a pull-out program where students receive individualized, specialized English language instruction based on their English language needs. English language instruction is further differentiated with modifications and/or accommodations for ELs in regular education classes.

“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-bi cultural or English as a second language (ESL) instruction. [Basic Education Circular – Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL) – issued July 2017]

A variety of educational materials – trade, supplemental, teacher-adapted or produced – are used to support the ESL educational program. Proficiency encompasses acquisition of the four domains: listening, speaking, reading, and writing as set forth in the state standards. Cognitive Academic Language Proficiency (CALP) is addressed at all levels of acquisition. Content vocabulary and comprehension needs are addressed in all levels of the program.

ESL instruction in the Montrose Area School District is guided by the Planned Course of Instruction. This database provides the content and standards taught in each course. The ESL program at the elementary follows the Planned Course of Instruction for Language Arts and should be coordinated with classroom instruction. At the secondary level, ESL instruction may be provided as a replacement class.

Through their work with the ELL, the ESL teacher not only provides instruction in language acquisition, but also collaborates with content area instructors to meet the need of the ELL. For success to occur in the regular classroom setting, adaptation and accommodations must be made to reach the learner at his/her instructional level. “Teachers must adapt course of study to meet student needs. Adapting coursework does not mean diluting or placing in lower grades of instruction.” [Basic Education Circular – Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL) – issued July 1, 2001.]

ESL LEVELS AND TEACHING STRATEGIES

Upon analysis of the language screening assessment results, the EL who is categorized using one of the levels listed below will be provided instruction in the ESL program.

Level 1 – Entering Stage

Students at this stage are not ready to actively produce language. They are listening and beginning to respond and show that they understand by using nonverbal signals. Students in this stage demonstrate the following:

- Respond in a nonverbal manner
- Memorize written or spoken words and phrases
- Rely heavily on pictures to understand assessments and text
- Demonstrate limited comprehension, especially of written language

Level 2 – Emerging Stage

Students can participate in hands-on demonstrations and illustrated stories with more understanding. They can give one-word responses and initiate a conversation by pointing and using a single word. As receptive vocabulary expands, the student can respond non-verbally to a wide range of vocabulary items. Students in this stage demonstrate the following:

- Improved understanding of basic interpersonal communication skills (BICS)
- Comprehension of approximately 20% of the academic content they hear
- Inability to comprehend most textbooks limited writing ability (2–5-word sentences) □
Large gaps in vocabulary, grammar and reading comprehension

Level 3 – Developing Stage

Students at this stage begin speaking phrases and simple sentences. They will make errors in grammar, word order and word usage as they begin to communicate more freely. It is important

to remember that errors are a necessary part of the learning process as students make progress toward fluency. Students in this stage demonstrate the following:

- Understanding of most of the non-academic vocabulary used in the classroom
- Ability to read and write at the level of their language proficiency □
- Ability to comprehend some assessments and texts
- Ability to understand cause and effect
- Difficulty with inferences, word order, word usage and grammar

Level 4 – Expanding Stage

Students can communicate their thoughts more completely. They can participate in everyday conversations without relying on concrete contextual support. Some can use language in situations in which little previous context has been established. Students in this stage demonstrate the following:

- Ability to express ideas on a wide range of topics
- Ability to comprehend at the level of their language proficiency
- Ability to write to convey meaning and understanding
- Small gaps in vocabulary and/or grammar

Level 5 - Bridging Stage

Students exhibit a high level of English language proficiency that will allow them to exit the ESL program. They demonstrate proficiency of English in listening, speaking, reading, and writing on academic grade level.

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM **DESCRIPTION (LIEP)**

Daily English Language Developmental (ELD) instruction is conducted by both ESL Specialists and non-ESL teachers throughout the school day.

The ELD instruction is provided by a certified ESL teacher with the goal of increasing language development and proficiency. The Montrose Area School District has one teacher who holds the ESL Program Specialist certification along with an Instructional I or Instructional II certificate.

The Montrose Area School District's program combines both dedicated time for ELD instruction and may also include push-in into content area classrooms for specialized content-driven ELD instruction. All ELD Instruction is conducted in English.

The ESL teacher collaborates with the content teachers to plan and discuss appropriate accommodations and scaffolds for the ELs in their classes. It is anticipated that by the end of the school year our ELs will have increased their proficiency in all four domains: reading, writing, speaking, and listening. Based upon the needs of our EL population, a combination of theories is utilized. Theories include behaviorist (vocabulary acquisition), interactionist (engaging and presenting opportunities for communication), comprehensible input based on Krashen's theory (i+1), and Vygotsky's Zone of Proximal Development.

ELD Curriculum is aligned to the PA Core Academic Standards and the PA English Language Development Standards in conjunction with the WIDA Performance Definitions (Speaking and Writing and Listening and Reading) and WIDA Can-Do Descriptors

If an ELD course is used to replace a content area class, the standards used in this ELD course are the same as those in the content course with specialized accommodations for ELD.

Hours and method of delivery of instruction are determined based on student needs in the four language domains and may include instruction for background knowledge and specialized vocabulary in the content areas.

Instruction/Support Recommended

The amount of time a student should receive pull-out ESL support is determined by the student's level of proficiency. Scheduled times vary depending on the ESL level in which the student has been identified, as well as the individual needs of the students. Level 1 Entering: approximately 90-150 minutes per week

Level 2 Emerging: approximately 90-150 minutes per week

Level 3 Developing: approximately 45-90 minutes per week

Level 4 Expanding: approximately 30-45 minutes per week

Level 5: Bridging Based on Student Need

Level 6: Reaching- Monitored students no longer receive ESL instruction

PLANNED ELD INSTRUCTION IN CONTENT AREAS

Content teachers deliver content embedded ELD in structured collaboration with a certified ESL teacher providing helpful tips and advice to content teachers periodically.

ELD must be incorporated into all classes taught by non-ESL licensed teachers in which ELs are enrolled. These teachers are responsible for deliberately planning for and incorporating language instruction as well as supports, modifications, and accommodations customized to the English language proficiency of an individual EL so that the EL can achieve academic success. Content instruction and assessment must be comprehensible for the EL based on what they can do.

Codified content curriculum should include scaffolding and accommodations based on English level proficiency and grade level.

The ESL Specialist consults and/or co-teaches with content teachers to ensure the content is comprehensible for the EL based on the ELs' English language proficiency level.

ESL and Tier Interventions

- ELs in Tier 2 and Tier 3 can/will be progressed monitored if they scored 2.0 proficiency level or higher on the reading domain of the WIDA screener (online or paper) or for new students the W-APT or MODEL.
- ELs scoring 1.0 proficiency Level in the Reading domain will not be progress monitored no matter what their tier placement.
- ELs in Tier 2 or Tier 3 will be progress monitored by their intervention teacher. o If the ESL instruction is push in/co-teach and the student receives a different pull-out intervention during WIN, the intervention teacher will progress monitor the EL not the ESL teacher.

STUDENT PARTICIPATION IN RELATED EXTRACURRICULAR ACTIVITIES

The Montrose Area School District is committed to providing all students with an equal opportunity and access to participate and be successful in both curricular and extracurricular activities regardless of race, color, national origin, gender, sexual orientation, handicap, or language barrier. English Language Learners are encouraged to participate in all school programs and activities.

RECLASSIFICATION, REDESIGNATION, AND MONITORING

The Montrose Area School District follows Pennsylvania Department of Education (PDE) guidelines for **Reclassification, Monitoring and Re-designation** as follows:

- Reclassify ELs as former ELs (FELs) when they attain proficiency,

- Actively monitor the progress of FELs for a period of two years after reclassification and report students to the state in a monitor status for an additional two years, and
- Re-designate FELs as active ELs if they struggle academically because of persistent language barriers.

Reclassification

Exiting (Reclassification) the ELD Program is accomplished by meeting the reclassification criteria as defined by PDE. **A minimum WIDA ACCESS composite score of 4.5 indicates that the EL may be eligible for reclassification. In addition to the WIDA scores, two language use inventories are to be completed. At least a 10.5 score combining the converted WIDA ACCESS composite score with the two language use inventories indicate the student may be reclassified.** 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 of 3.5 or greater, are likely to reach the threshold.** In some cases, students who were not identified as likely to reach the ACCESS score threshold and for whom no language use inventories were completed will unexpectedly achieve a score exceeding the threshold and the inventories should be completed as soon as the ACCESS scores are received.

The ESL Specialist must:

- Select content teachers who will complete the inventories - ELA teacher (in most cases) along with ESL Specialist
- Train staff to use the rubrics and evaluate the students' language use ● Hold teachers accountable for completing the inventories

If an EL qualifies to be reclassified, parent notification should include WIDA ACCESS score and information about the 2-year monitoring period. The PIMS coordinator/SIS Data Entry needs to be informed of the reclassification prior to the October PIMS snapshot.

Criteria for ELs with Disabilities

An EL with a disability who has not met the criteria outlined above may be considered for reclassification if:

- The student has an IEP, AND
- The student has been continuously enrolled in an LIEP for at least four years, AND
- The student's overall composite proficiency level score on the ACCESS for ELs® has not increased by more than 10% between any two years or total over the three most recent testing cycles, AND
- The school has documented evidence that the student has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP, AND
- A school-based team recommends reclassification.

A specialized reclassification form is provided in the PDE [Reclassification, Monitoring and Redesignation](#) document.

Criteria for ELs taking the Alternate ACCESS test

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

- 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
- The IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

Monitoring

Active monitoring the progress of former ELs (FELs) for a period of two years after reclassification and reporting FELs to the state for an additional two years (total of four years of monitoring status) is the responsibility of the ESL Specialist/Coordinator.

Monitoring first two years

A process for actively monitoring students' progress and achievement in the general academic program delivered without specialized, planned language supports is conducted for two years after reclassification. Our district tracks student progress in all cores academic classes and solicits feedback from core academic teachers **quarterly** throughout the school year to preclude a student falling significantly behind.

Monitoring additional two years

Our district continues to report FELs to the state in PIMS for an additional two years after the active monitoring period. At the end of the fourth year after reclassification, ELs are coded as Former ELs in PIMS.

Redesignation

If it is determined during the active monitoring phase that an FEL is struggling academically because of persistent language barriers, then the FEL may be re-designated as an active EL and be re-enrolled in the LIEP.

Through the quarterly monitoring form or teacher referral, FELs can be identified as struggling. In those cases, documentation must be reviewed to verify that the FEL is truly struggling because

of persistent language acquisition needs and not academic needs. A meeting of all affected stakeholders, including administrators, teachers, and ESL Specialists, along with selected samples of work is to be held to decide the reasons for the academic struggle. Only if it is determined in that meeting that the FEL is struggling due to English language proficiency is re-designation applicable.

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

ORIENTATION TO SCHOOL

The first few days and weeks are especially difficult for the newly arrived non-English speaking student. He/she must learn not only the English language but a whole complex cultural framework. Here are some ways you, the classroom teacher, can help make the transition to a new language and culture easier:

1. Find out as much as possible about the ESL students and his/her cultural background. Learn what he/she would like to be called and attempt to pronounce the name correctly; do NOT Anglicize it. Find out pertinent personal data. Be aware that student behavior or responses may be reflective of cultural background.

2. Welcome new arrivals warmly. Be friendly and empathetic to their needs. You will influence the attitude of your entire class. If you regard the coming of a student from an unfamiliar background as an enriching experience from which everyone can learn, it will be just that.

3. Inform classmates of the needs and problems that ESL students face. Ask them to suggest ways they can help make it easier for their newly arrived classmate to learn English and to become oriented to a new environment.

4. Take the student for a tour of the school. Introduce him/her to school personnel. Acquaint him/her with the location of the office, lunchroom, library, gym, restroom, lockers, etc.

Encourage him/her to learn the titles and functions of staff members and the names of the rooms.5. Teach essential courtesy and survival phrases. Determine our most frequently use of

of commands and phrases. Try to use those expressions exclusively during the first weeks.

Expand your vocabulary for classroom items and directions gradually, (e.g., Use “chalkboard”

initially, vary with “blackboard: and “board” later).

6. Use the ESL staff as a resource for additional information on and to insure effective communications with the student and his/her parents.

7. Assign a peer buddy to the new student to serve as a guide around school and a model for correct English usage.

Foreign Exchange Students

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. The Pennsylvania Department of Education supports the educational and cultural values of these programs and encourages Local Education Agencies (LEAs) to participate and support these cultural enriching programs. Districts are required to screen foreign exchange students using the state EL identification procedure. If foreign exchange students are identified as ELs, then they must:

- Be placed with the districts language instruction educational program (LIEP) as appropriate based on their language proficiency,
- Be included in the PIMS or LEP SYSTEM data collection as ELs,
- Participate in the annual state English language proficiency assessment, and
- Participate in the PSSA/Keystone Exams. Their results are attributed to the host family's district of residence and to the state.

ANNUAL NOTIFICATION

The ESL Specialist/Coordinator will notify parents/guardians of currently enrolled ELs 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 as previously discussed in the Student Identification and Placement section.

GRADING POLICY

(BEC)Grading of ELs

LEAs should have a section included in their local grading policy that specifically addresses grading procedures for ELs.

LEAs must utilize the same grading system for ELs in content courses as they do for all students (e.g., pass/fail is inappropriate for ELs if other students receive a letter grade).

For ELD courses or instructional periods taught by a licensed ESL teacher in an all-EL setting, any grading system that meaningfully conveys information about progress and/or achievement may be used.

In addition to the information that is provided to all students, LEAs must communicate information related to English language proficiency and/or progress to parents at least annually.

Policy on grading of ELs in content classes

- All ELs should receive grades for each marking period they have been in attendance.
- An EL cannot fail based on language; these students need accommodations and modifications to achieve at their personal best. All teachers are required to differentiate instruction and assessment (including grades) to align with the WIDA Can-Do Descriptors that coincide with the ELD level of their EL students. For downloadable copies of the WIDA Can-Do Descriptors visit:
<https://wida.wisc.edu/teach/can-do/descriptors>
- The classroom teacher gives the grade but should collaborate with the ESL teacher.
- The classroom teacher adapts the content material to give the student comprehensible input.

Policy on grading of ELs in ESL only classes

The ESL teacher may grade the ELs on any scale preferred. Fairness in content-area classes requires that teachers grade ELs and non-ELs in a coordinated way. That requirement does not apply to ELD classes.

High School Transcripts: The English learner designation and/or English language development information must not appear on an EL's high school transcript unless it is part of a course title or code.

RETENTION POLICY

An EL may not be retained in a grade based solely on his/her lack of English proficiency. Evidence must be provided to show that all appropriate modifications and accommodations to instruction and assessment is aligned to the student's English language proficiency (WIDA Can Do Descriptors) and must allow the EL meaningful access to the general curriculum as well as to promote second language learning implemented and documented over time prior to considering grade retention. (BEC for ELs)

Documentation may include student work, grade book, benchmark assessments, attendance records, and results of standardized tests. A meeting or several meetings over time with stakeholders (administrators, content teachers, ESL Specialist, parents/guardians, and others) must be held to discuss the possible retention with documentation present.

PARENTAL RIGHT TO REFUSE SPECIALIZED PROGRAMMING

Parents/guardians have the right to refuse ELD Services. Refusal of ELD programs and/or services indicates an informed, voluntary decision by the parent/guardian to not have the child placed in any separate, specialized ELD service or instructional program. A waiver indicates a desire by the parent/guardian to waive the child from participation in all or some of the ELD programs or services offered by the school. If parents/guardians wish to opt-out of ELD Services, they must contact the ESL Specialist.

ANNUAL TESTING REQUIREMENTS

ACCESS for ELLs 2.0®

The annual state English language proficiency (ELP) assessment, ACCESS for ELLs 2.0®, is required by federal law. The results of the state ELP assessment are used to measure students' English language proficiency and progress in each of the four language domains (reading, writing, speaking, and listening).

Testing accommodations due to IEPs and 504s are made in accordance with the WIDA ACCESS for 2.0® Administration Guide.

There is no provision that allows parents to opt their children out of annual ELP testing. Each student's original ACCESS for ELLs 2.0® score result report is placed in the student's permanent record folder by the ESL specialist.

The ESL specialist then shares the results of each student's ACCESS for ELLs 2.0® testing with classroom teachers.

Pennsylvania State System of Assessment (PSSA) and Keystone Exams

ELs participate in all other annual state-required assessments (e.g., PSSA, Keystone Exams) according to those testing guidelines.

STUDENT PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

The Montrose Area School District is committed to providing all students with equal opportunities and access to participate and be successful in both curricular and extracurricular activities regardless of race, color, national origin, gender, sexual orientation, disability, or language barrier. English Language Learners are encouraged to participate in all school programs and activities.

Counseling

School Counselors are available to assist all students, including students with limited English proficiency, with social and emotional issues, as well as guidance in the areas of career planning, scheduling, school-to-work transitions, post-secondary educational planning, etc.

Guidelines for ELs with Disabilities

Some ELs may have a disability and qualify for special education services. This could be determined at the time of enrollment if a student arrives with a valid individualized education program (IEP) or at some point during the school year. All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction must be in compliance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Regulations. See PDE's Bureau of Special Education website for access to all related regulations, policies, guidance, and FAQs

Right to dual services

LIEP and special education programming are not mutually exclusive. Special education services do not replace English Language Development services or vice versa. ELs must be afforded all supports, resources, and programming for which they are eligible. In other words, ELs are eligible for special education services if they meet IEP eligibility criteria and, conversely, students with a disability are eligible for ELD programming if they are identified as ELs.

Disability Identification

There is no waiting period for making a disability determination for an EL. A child must not be determined to be a child with a disability if the determinant factor for that finding is lack of English proficiency.

Programming Considerations

English Language Development instruction (or English as a Second Language) is part of an EL's general academic program and must be included in academic programs for ELs with disabilities. This content must be delivered by a properly trained and certified ESL Specialist either directly or by a special education teacher who is working in collaboration with an ESL Specialist.

The IEP team, which must include an ESL professional, must consider the language needs of an EL with a disability when considering special education identification, program design, and placement.

Guidelines for ELs with Suspected Gifted Abilities

LIEP and gifted programming are not mutually exclusive. Gifted services do not replace English language development services or vice versa. ELs must be afforded all supports, resources, and programming for which they are eligible. In other words, ELs are eligible for gifted services if they meet GIEP eligibility criteria and, conversely, students with a gifted designation are eligible for ELD programming if they are identified as an ELs.

There is no waiting period for making a gifted determination for an EL. A child must not be denied gifted testing or services if he or she is an EL.

Migrant Students

Some migrant children may also be identified as ELs. The PIMS coordinator should be informed of migrant children to update records.

Area Vocational-Technical School (AVTS) and Career and Technology Center (CTC)

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 receive ELD instruction appropriate to their level of proficiency and content-area instruction must be aligned to the student's English language proficiency level. Comprehensive AVTS/ CTC schools are responsible for providing the LIEP and staffing for ELs as outlined in this document.

The school counselor with consultation from the ESL Specialist should communicate the English Language Proficiency of an EL to the AVTS or CTC for appropriate accommodations.

STAFF

A. Role of the ELD Specialist

The ELD Specialist must hold a Pennsylvania ESL Program Specialist Certificate for grades K-12. A secondary ELD Specialist must hold a PA Secondary English 7-12 certification. The ELD Specialist has primary responsibility for providing English language instruction to the EL.

The ESL Specialist consults with content teachers to ensure the content is comprehensible for the EL based on the ELs' English language proficiency level.

Responsibilities of an ELD Specialist are to:

- Provide language development
- Teach basic survival skills to the most limited English proficient students
- Assist content area teachers to understand about culture and language of the EL and the family
- Provide the content area teacher with the cultural and linguistic background of the language minority students in the class

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b. Role of the EL's Content Area Teacher

The content area teacher whose class the EL is enrolled has responsibility for the instruction and evaluation of the EL. The content area teacher is responsible for the delivery of the curriculum to ALL students in his/her class. The content area teacher does not accomplish this alone.

Content teachers deliver content embedded ELD in structured collaboration with a certified ELD Specialist providing helpful tips and advice to content teachers periodically.

ELD must be incorporated into all classes taught by non-ESL licensed teachers in which ELs are enrolled. These teachers are responsible for deliberately planning for and incorporating language instruction as well as supports, modifications, and accommodations customized to the English language proficiency of an individual EL so that the EL can achieve academic success. Content instruction and assessment must be comprehensible for the EL based on what they can do.

Codified content curriculum should include scaffolding and accommodations based on English level proficiency and grade level.

The content area teacher and the ELD Specialist are the ones who cooperatively decide:

- What should be expected from ELs using the WIDA "Can Do" Descriptors
- What are the essential concepts in the lesson
- How the lessons should be amplified to meet the needs of the individual EL
- How to add scaffolds or amplify assessments
- How to assess achievement based on what the EL Can Do
- Which ELs should qualify for Reclassification

In addition, the responsibilities of the content area teacher are to:

- Demonstrate sensitivity and awareness of cultural and linguistic differences
- Individualize instruction to meet the needs of each student
- Use visuals/hands-on activities to facilitate learning
- Help ELs students make friends and be part of social interaction in the classroom
- Promote intercultural discussion

FAMILY AND COMMUNITY INVOLVEMENT

Communication with Parents

Communication with parents/guardians is in the preferred mode and language as specified in the Family Interview or other parent/guardian meetings. The types of documents to translate include at a minimum: school registration and enrollment instructions, EL Notification letter to include type of assessment, score, reason child was identified as an EL, description of LIEP, parental right to refuse specialized instruction, expected timeline for achieving proficiency, notices required by Special Education laws and regulations, grievance procedures and notices of nondiscrimination, student discipline policies and procedures, report cards and progress reports, notices of parent-teacher conferences, information regarding gifted and talented programs, results of ACCESS for ELs® 2.0 test, requests for parent permission for student participation in school activities, and other like-type parental communication.

Interpreters and Translators

If the parents' language is not readily available for translation, instructions in their language are given on how they may have the document translated orally.

To provide parents/guardians with effective communication, interpreters or translators must understand and be able to express in both languages any specialized terms and concepts used in the communication. It is also important that translators or interpreters understand the ethics of interpreting and translating and the need for confidentiality.

Siblings and friends of the parents/guardians should not be used unless requested by the parent for parent/teacher conferences. **At the parents'/guardians' request, a friend may be used for interpretation and/or translation; verify that the parent/guardian is aware that the friend will be listening to confidential information and document that this was discussed with the parent/guardian. At the parents'/guardians' request, a sibling older than 18 (out of the K12 school system) may be used for interpretation and/or translation. Again, verify that the parent/guardian is aware that the sibling will be listening to confidential information and document that this was discussed with the parent/guardian and sibling.**

For meetings such as IEP reviews, behavioral health, and detailed data analysis discussions, specialized translators knowledgeable about the intended content should be used.

When an interpreter/translator is needed to ensure that District staff can communicate effectively with the parents/guardians of an ESL student during a conference or meeting, the following procedure will be followed to obtain services:

1. If documents need to be translated in the parents'/guardians' native language, the ESL teacher or appropriate school personnel may contact TransAct or search TransAct for necessary documents.

2. In a conference or face-to-face meeting is needed, staff will contact Language Line (or other designated translation provider) and request the necessary services, while providing the time, language of parents/guardians, and location of the meeting.

Parent/Guardian Engagement

The district will make continuous efforts to encourage parent/guardian participation in their child's educational program and provide parent engagement opportunities throughout the school year that focus on the district's supports and services, programs, activities, and community resources.

Community Involvement

Outreach to parents of ELs to inform the parents regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency and succeed academically is the responsibility of all members of our school district. This includes holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of ELs.

NON-PUBLIC SCHOOLS

Identifying non-public EL students

The Montrose Area School District is within the geographic boundary of non-public schools, and therefore, will screen non-public students to determine EL status. Our school district will count the non-public students who qualify as an EL on our District Fact Sheet Template within PIMS on the October submission and the May EL PIMS Data Collection.

The Montrose Area School District in cooperation with the NEIU19 Consortium will provide a letter to each non-public at the beginning of each school year indicating how they may access our services.

PROGRAM EVALUATION

LIEP Evaluation

Evaluations of LIEPs must be conducted at least annually and the results documented and reported to the state through the English Learner Reporting System (ELRS). The ESL Specialist/Coordinator completes the ELRS report prior to the established PDE deadline. Determinations to make changes to an LIEP based on program evaluations may be made annually, although more time for a program to produce positive results before taking action may be considered as long as that time is reasonable based on the program design and expected outcomes.

Evaluations must be based on student outcomes rather than program inputs. For example, a program evaluation may not be based on the number of hours that teachers collaborate each week, the amount of funds spent on resources, or the implementation of a particular intervention or support. A program evaluation should include evidence of student growth toward proficiency in English and academic achievement. The Future Ready PA Index and Growth to Target Tables are used to measure growth of individual students and the program.

If requested, parents/guardians may obtain a copy of the previous year's program evaluation or ELRS report.

Data Reporting

The Pennsylvania Information Management System (PIMS) and the English Learner Reporting System (ELRS) must be completed annually. PIMS and the ELRS provide data and information on student numbers, teachers, 22 Pa. Code §4.26 compliance, and Title III.

Federal and Other Programs

For meetings such as IEP reviews, behavioral health, and detailed data analysis discussions, specialized translators knowledgeable about the intended content should be used.

If our school district accesses other Federal Program grants, such as Title I, Title IIA and Title IV, we will coordinate services to maximize support to our teacher and our ELs. ELs are eligible to receive the services within those programs.

Complaint Resolution Policy

Parents, guardians, or students with concerns regarding the district ELD program should contact the District ESL coordinator in writing. The written communication should include the nature of the problem, attempts at remediation, and proposed resolution to the problem utilizing a formalized district complaint form available in the administrative offices. If written

communication is impossible due to language barriers, the parent, guardian, or student may contact the district ESL coordinator through a personal visit. The district ESL coordinator will utilize a translation service if applicable to communicate with the parent, student, or guardian regarding the complaint or concern.

All ESL staff have opportunities to participate in appropriate professional development trainings provided by PATTAN, the Intermediate Uni 19 or other sponsors throughout the school year. In addition, ESL-related resources are disseminated to staff via email from the ESL specialist.