



PENN CAMBRIA SCHOOL DISTRICT

English Learner (EL) Program Plan

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Purpose and Overview

The purpose of this plan is to describe how Penn Cambria School District will meet both the legal and educational requirements governing the education of students who are English Learners (ELs). State regulations (22 Pa. Code §4.26) requires that every school district provide a program for each student whose dominant language is not English. This program plan is designed to outline procedures as per PCSD Board Policy #38. In addition to this program plan, reference should be made to the Basic Education Circular Educating English Learners (July 1, 2017) for more complete requirements and interpretations with regards to legal mandates governing the education of English Learners.

Enrollment of Students (see BEC: Enrollment of Students)

All normal enrollment procedures apply to EL's, including procedures related to enrolling homeless or migrant students.

It is not appropriate to deny students access to school for any period of time while verifying the information that they present. Subjecting them to scrutiny that is not part of the normal enrollment process is discriminatory.

NOTE: Students are not required to provide Social Security numbers or immigration status information as a condition for enrollment and may not be denied enrollment as a result.

The **PDE Home Language Survey** will be completed by parent or guardian at enrollment. District central office staff conducting the registration will be responsible for distributing and collecting the HLS during registration for enrollment.

If **any** of the responses to the three questions on the Home Language Survey (HLS) indicate a language other than English, the enrollment staff must immediately forward a copy of the HLS to the EL Coordinator (Director of Curriculum). The original HLS will be kept in the student enrollment file.

District staff responsible for enrollment will receive an annual refresher training on enrollment procedures related to the Home Language Survey, translation services, forms and resources from TRANSACT, etc.

Identification of English Language Learners (see BEC: Educating English Learner update 7/1/17)

The EL Coordinator will follow the steps outlined in the PA Department of Education **English Learner Identification Procedures** (Grades K-12 or Pre-K as appropriate) which include family interview and review of records as appropriate to determine PHLOTE status.

As required by federal and state law, all **foreign exchange students** are de facto English Learners and must be assessed as noted below.

Penn Cambria School District will use the **WIDA Screener** (or comparable K version) as required by PDE to assess students for placement in a language instruction educational program (LIEP) for ELs.

According to the results of the English language proficiency assessment, the student will be identified as Level 1 Entering, Level 2 Beginning, Level 3 Developing, Level 4 Expanding, and Level 5, Bridging. The highest level is Level 6 Reaching, which indicates fluency in English.

A student that scores a 5.0 or higher on the WIDA Screener is not considered an EL. Students entering Kindergarten are scored using PDE score criteria for placement decisions which include a score of 19 or lower in oral language. Score criteria provided by PDE will be used for placement decisions as per the basic education circular.

There is no requirement to notify a parent or guardian when administering the WIDA Screener; however, parents or guardians must be notified of the results of the assessment in writing, and in the parent/guardians preferred language if requested. The parent/guardian notification will be placed in the student's cumulative file.

The WIDA Screener results are one indicator for placement in an EL program and must be used in combination with multiple criteria including information about limited or interrupted formal education (LIFE) and academic records to determine appropriate program and placement.

English Learner (EL) identification procedures will be completed within thirty (30) school days for students enrolling at the start of the year or within fourteen (14) days for students enrolling after the start of the year.

Documentation of the English language assessment results and placement determination will be maintained in the student's cumulative file. Each year, documentation of EL services received by each student will be updated to ensure continuity of and access to this information. A list of all PHLOTE students and their placements and progress will be formulated by the district EL coordinator. This list and its information will be disseminated to principals in buildings where EL students are served.

Parent Communication

All important information will be communicated with parents in a language or mode of communication that they understand. Written notices will be translated by TransACT, district translators, translators identified by Intermediate Unit 08, local universities or by assistance of services such as AT&T Language Line. Interpreters will be provided for parent conferences, as needed. Building notices and communications are to be translated as required.

Parents' Right to Refuse Specialized Programming

Parent permission to assess is not required. However, parent notification of student assessment results and recommended placement in an EL program is required. Parents will also be provided with a detailed description of the language instruction educational program (LIEP), its effectiveness, and intended benefits for the child. Placement and programming decisions may not be made without notifying parents and allowing them to exercise their right to refuse part of all of separate, specialized services (see Parent Right to Refuse section below).

As per PDE guidance (**Parent Refusal of LIEP Programs and Services**), parents of EL's may voluntarily refuse certain separate, specialized programs or services that may be part of the LIEP for the child. Parents will be notified of this right when notified of recommended LIEP. However, even in the case of parent refusal of service, a student is still required by federal law to be identified in PIMS as an EL and to take the annual WIDA ACCESS test.

Annual Parent Notification

Parents of currently enrolled EL students will be provided with the following within 30 days of the start of each school year.

- Notification of continued participation in LIEP for the child.
- Description of the LIEP including its intended benefits and effectiveness.
- Notification of right to refuse services as noted above.

Language Instruction Education Program (LIEP) Models

Penn Cambria School District will offer the following LIEP models for EL students based upon sound educational theory and an evaluation of the resources and personnel to implement the model effectively.

- 1) EL Specific English Only Instruction
- 2) **** Mixed Classes with English Only Support (PIMS classification model for PCSD)**

Since PIMS requires each student should have a single classification each year and EL students at PCSD often are provided both EL specific instruction and mixed classes, as per the PDE decision flowchart, they will be classified as mixed classes with English Only support (math, science, social studies are always mixed).

Curriculum and instruction within the EL program model will be aligned to the PA Core Academic Standards and the PA English Language Development Standards (ELDS). ELD instruction will be provided by a teacher holding ESL program specialist certification or a teacher working in conjunction with ESL certified teachers.

The following guidelines, based on language proficiency levels, will be considered when planning direct instruction and support provided by the LIEP.

- Entering (Level 1) and Beginning (Level 2) – 1.5-2 hours of instruction daily
- Developing (Level 3) – 1-2 hours of instruction daily
- Expanding (Level 4) – 1 hour of instruction daily
- Bridging (Level 5) – Up to 1 hour of instruction daily (push-in or pull out)

Language Instruction and adaptations to instruction/assessment will be commensurate with the student's proficiency level (i.e. students at levels 1-3 require more instruction/adaptations than students at levels 4 and 5).

ELD instruction with an ESL certified teacher will only replace ELA instruction when the instruction is aligned to the same ELA standards in which non-EL peers are enrolled. Direct English language instruction will not take place during other content area classes (math, science, social studies).

In situations where there are too few students, they may be grouped across grade levels for the purpose of EL instruction, never having more than a three-year grade span. Instruction will always be age and grade appropriate, based language proficiency levels and the PA ELDS.

In the content classes, EL students will participate with adaptations and modifications made by the regular classroom teacher with the EL teacher acting as a resource. Accommodations and modifications will be provided to allow the EL to access the general curriculum. An EL may not be retained in a grade based solely on a lack of English proficiency.

Appropriate instructional resources and materials will be provided for LIEP. Examples of instructional materials include:

National Geographic REACH (K-6)

National Geographic INSIDE (6-8)

Vocational / Technical School

All EL students will have the same opportunity to attend the Admiral Peary Area Vocational-Technical School as their peers. EL's participating in vocational programs will continue to receive appropriate EL instruction.

Grading and Reporting Progress

The same grading system/report card used for all students will be used for ELs in content courses. However, individual grading/reporting formats may be used to report ELD courses or progress with ESL certified teacher to most meaningfully communicate with parents.

An EL designation shall not appear on the EL's high school transcript unless it is part of a course code or title.

Annual State Assessments

All EL students will participate in the annual WIDA ACCESS assessment as required by federal law. There is no provision that allows parents to opt their children out of annual ELP testing.

ELs participate in all other annual state-required assessments according to those testing guidelines. Students who are in their first year of enrollment in a US school will have the option of participating in literature and reading assessments as per PDE guidance. They will be required to participate in math and science assessments.

Exit Criteria (Reclassification)

After the WIDA ACCESS assessment window in late spring, the Director of Curriculum (EL Coordinator) will contact teachers to determine if there are any EL students who may be eligible for reclassification as a former EL student.

If there are students potentially eligible for reclassification (exit) the Director of Curriculum will select a content teacher and notify both this content teacher and the ESL program specialist that a language inventory must be completed. The Director of Curriculum will manage this process, including facilitating the data review, training staff to use the rubrics, and providing due dates for inventory completion. PCSD will use the state required reclassification criteria.

Monitoring of ELs after Program Exit

PCSD will follow requirements for monitoring as established by PDE. PCSD will actively monitor the progress of former EL students (FELs) for two years after reclassification to ensure that students are continuing to progress and be successful without encountering difficulty as a result of English language skills. As a state required additional monitoring, FELs will be reported to the state in PIMS for an additional two years beyond the active monitoring.

Appropriate records of student progress will be maintained in the permanent student file. PCSD will track progress in academic coursework and get quarterly feedback from teachers. PCSD may continue to use the Post-Exit ELL Monitoring Form for both Elementary and Middle/Secondary developed and distributed by PDE as the instrument to conduct monitoring as required under the PDE state required reclassification, monitoring, and re-designation process. This monitoring will be conducted with input by both classroom teachers and a certified ESL Program Specialist (ESL teacher) under the direction of the EL coordinator (Director of Curriculum and Instruction).

During the monitoring period, any student encountering academic difficulty that is determined to be the result of language barriers may be reclassified and placed back into a LIEP program if needed.

Parents will be notified of student progress and any recommendation to provide LIEP so the parent again has the opportunity to refuse specialized programming.

Special Education Services

ELs may be eligible for special education services. Penn Cambria School District does not place any student into special education programming based on their limited English proficiency. The guidelines and time frames for special education are the same for both EL and non-EL students in accordance with the Individuals with Disabilities Education Act (IDEA).

Special education services cannot replace a LIEP program and vice versa. ELs must be afforded all supports, resources, and programming for which they are eligible.

EL students eligible for gifted services will be assessed and placed according to the guidelines of Chapter 16 of the Pennsylvania School Code. In the case of EL students under consideration for

gifted education services, the student's language barrier must not inhibit access to gifted classification or services.

Participation in School Programs and Extra Curricular Activities

EL students at Penn Cambria School District will have equal access for participation in any school related activity, when appropriate for age and gender. EL students will receive equal access to all district extra opportunity programs. These include, but are not limited to, the following programs: Title I, gifted education, and vocational education. Furthermore, EL students will have equal opportunity to participate in all extracurricular, co-curricular and club activities that are available to other students, also categorized as extra opportunity programs. Penn Cambria ensures that the selection and/or application process for extra opportunity programs will not rely solely on measures of English language proficiency.

Professional Development for Teachers and Staff

Professional development focusing on an understanding of EL characteristics and requirements for accommodation will be offered to all PCSD faculty. Professional development specific to requirements and techniques for effective classroom accommodations for EL's will be provided annually for each classroom teacher who has an EL student in his/her classroom. This professional development will be provided through sessions with the ESL coordinator, coaching and instructional support provided by the ESL teacher and through attendance at professional meetings and conferences as appropriate.

All non-professional and support staff members will receive awareness training on working with EL students as needed.

Program Evaluation

At the end of each school year in which LIEP service occurs, the Penn Cambria School District will conduct a comprehensive evaluation of its EL program. This evaluation will be focused on student outcomes in relation to ELDS and not program inputs.