



**Wallenpaupack Area
School District**

ESL HANDBOOK

ESL Teacher/Specialist

Erica McCue

Table of Contents

Mission Statement.....	3
Goals and Objectives.....	3
Program Goals.....	3
Student Identification and Placement.....	4
LIEP Description.....	5
Reclassification, Redesignation, and Monitoring.....	6
Annual Notification.....	9
Grading Policy.....	9
Retention Policy.....	10
Parental Right to Refuse.....	10
Annual Testing.....	11
Student Participation in Related and Extra-Curricular Activities.....	12
Guidelines for ELs with Disabilities.....	12
Guidelines for ELs with Suspected Gifted.....	13
Migrant Students.....	13
Area Vocational-Technical School (AVTS) and Career and Technology Center (CTC).....	13
Federal and Other Programs.....	14
ELD Resources and Contact Information.....	14

Mission Statement

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

Goals and Objectives

The purpose of the English Language Development Program (ELD) is to create a culturally responsive and diverse environment where students acquire English and are given the opportunity to develop the language skills necessary to communicate for social and academic purposes. To meet this goal, instruction addresses the ELD and Pennsylvania Core Standards in the four domains: Reading, Writing, Speaking, and Listening. Our belief is that instruction should be tailored to the individual needs of each student. The ELD program aims to develop both basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP), as described in the [Basic Education Circular \(BEC\)](#) for ELs.

Program Goals

- Facilitate English language acquisition through the skills of listening, speaking, reading, writing, and comprehension.
- Help students learn to use English effectively to participate and succeed in academic, social, extracurricular, and community environments.
- Provide educational experiences that will prepare students academically and will empower them with the skills and knowledge necessary to maximize their learning potential.
- Facilitate the acculturation process by exposing students to the customs, traditions, and behavioral expectations of their new surroundings.
- Orientate students and their families to the school and the community.
- Encourage students to continue to value and celebrate their cultural heritage and maintain their native languages.
- Classroom teachers and administrators understand and accept the specific language acquisition needs of ELs and actively seek ways to better serve this population.
- Non-English parent(s) are provided access to participate in their child's education on an equal basis as their English-speaking peers (communication in a mode and language they

can understand, timely notification of the English Language acquisition progress of their child, opportunities to participate in district programs)

- Create standardized policies and procedures to create a uniform ELD program.

Student Identification and Placement

Enrollment

Wallenpaupack Area School District is required to identify ELs at the time of enrollment per the BEC for ELs, section titled [Screening, Identification, and Placement](#).

Identification

Wallenpaupack Area School District must notify parents of the identification and programming options, and appropriately place the ELs into a language instruction educational program (LIEP). This process must be completed within the first 30 calendar days of school or within 14 calendar days of enrollment if a student enrolls after the first day of school. The specific requirements for carrying out this process for K through 12th grade students are outlined in the [EL Identification Procedure K-12](#) document.

Level 1 Screening

The [Home Language Survey](#) is included in the registration packet for all students. Upon completion, **the secretary and ESL Specialists examines** this document for languages other than English. If another language is listed on that survey, then a Level 2 Screening is necessary.

Level 2 Screening

If the parent indicates use of a language other than English in any of the 4 initial questions, the Level 2 Screening form, [EL Identification Procedure K-12](#), recommends the process and procedure as to whether testing and additional information is required for evaluation into the ELD Program. The **ESL Specialist** is responsible for the completion of the Level 2 screening form. All students involved with Level 2 screening are entered on the PHLOTE list maintained by the **ESL Specialists**.

If testing is needed, the WIDA Screener or K W-APT is administered per WIDA protocol and PDE criteria for evaluation is applied.

If screening has determined the student to be classified as an EL, the **ESL Specialist** notifies the **PIMS Coordinator/SIS Data Entry**. All teachers of ELs will receive screening information, [WIDA CAN DO DESCRIPTORS](#), and accommodations needed for ELs' social and academic success.

Placement

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

LIEP Description

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

ELD Planned Instruction

The ELD instruction is provided by certified ESL teachers with the goal of increasing language development and proficiency. All teachers in the ELD Program have the ESL Program Specialist certification along with an Instructional I or Instructional II certificate.

All ELD Instruction is conducted in English. English language development instruction may be provided within content classes or by an ESL teacher as part of the program.

The ESL teachers collaborate 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.

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.

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.

Content curriculum should include accommodations and modifications based on English level proficiency and grade level.

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

Reclassification, Redesignation, and Monitoring

Wallenpaupack Area School District follows PDE guidelines for [Reclassification, Monitoring and Redesignation](#) 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 as a result 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.**

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 ELLs® 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 ELLs® 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**.

Monitoring first two years

A process for actively monitoring students' progress and achievement in the general academic program delivered without specialized, planned language support is conducted for two years after reclassification. Our district tracks student progress in all core 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 as a result of persistent language barriers, then the FEL may be redesignated 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 as a result 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 redesignation 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.

Annual Notification

The **ESL Specialists** 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

Policy on grading of ELs in content classes

- All EL students 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
- The classroom teacher gives the grade, but should collaborate with the ESL teacher.
- The classroom teacher adapts the content material in order to give the student comprehensible input.
- The ESL Specialist and the content teacher confer about how best to adapt the material for the EL.
- The classroom teacher adapts the assessment in order to make it authentic and make it relate to the comprehensible input.
- After teachers have adapted the material, adapted the assessments and conferenced with the ESL teacher, the EL, guidance counselor, and parents/guardians, the teachers may then fail an EL for the following reasons:
 1. Inadequate effort put forth to achieve
 2. Willful resistance toward learning after all attempts have been made to accommodate the learner

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.

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 aligned to the student's English language proficiency (WIDA Can-Do Descriptors) to allow the EL meaningful access to the general curriculum as well as to promote second language learning were 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 the 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 **ELD Department via email or phone: Erica McCue mccueer@wallenpaupack.org 570-226 -4557ext.2132**

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 the 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 for his or her grade.**

The ESL Specialist shares the results of each student's ACCESS for ELLs 2.0® testing with the appropriate ELD and content area teachers.

A copy of the score report is provided by **The ESL Specialist** to parents with the accompanying letter provided by WIDA.

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 Related and Extra-Curricular Activities

ELs must be given the opportunity to participate in all school-related activities and extracurricular clubs.

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.

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 take into account the language needs of an EL with a disability when considering special education identification, program design, and placement.

Reclassification of ELs with Disabilities

An EL who has a disability must meet the state's definition of English proficient in order to be reclassified as a FEL. This definition and the provisions for reclassification can be found in the [Reclassification, Monitoring, and Re-designation](#) of ELs section.

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.

Federal and Other Programs

If our school district accesses other Federal Program grants, such as Title I, Title II, 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.

ELD Resources and Contact Information

Erica McCue

ESL Program Specialist, Grades K-12

Mccueer@wallenpaupack.org

