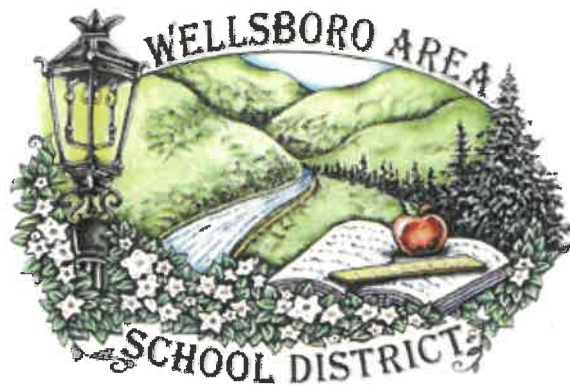


Wellsboro Area School District

English Language Learner Plan



INTRODUCTION

To ensure equal educational opportunity for every child in the Commonwealth of Pennsylvania, appropriate experiences and instruction shall be provided for children with limited English proficiency.

Legal interpretations advanced by the federal government and the courts make it illegal to impede the education process of students because the students speak a language different from that of their school. Inasmuch as English language skills are the foundation of the curriculum of the public schools, the inability of a limited English proficient (LEP) student to profit from the regular instructional program because of lack of English skills can have the effect of denying that student access to the educational program. Districts are required to address this situation by providing such specialized assistance as will enable each child to participate in the educational system with the student's English-speaking peers.

School districts will find the Pennsylvania School Code and regulations of the State Board of Education sufficiently flexible to permit them to fulfill this obligation immediately. It is the intent of the regulations to recognize the legal obligation of all districts to provide educational assistance to each limited English proficient student enrolled. The following Basic Education circular addresses these issues:

**BEC – Educating Students With
Limited English Proficiency (LEP) and
English Language Learners (LL)**

Basic Education Circular

SUBJECT: Educating Students With Limited English Proficiency (LEP) and
English

Language Learners (ELL) 22 Pa. code §4.26

DATE OF ISSUE: July 1, 2001

DATE OF EXPIRATION: June 30, 2005

<https://www.education.pa.gov/Policy-Funding/BECS/PACode/Pages/EducatingELs.aspx>

The education of students whose dominant language is not English 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.

The purpose of this circular is to clarify the responsibilities of school districts and charter schools to provide a carefully articulated planned educational program for each student with limited English proficiency that allows the student to meet state academic standards and succeed in school. Such a program must include: standards-based English as a second language instruction at the appropriate proficiency level, content area instruction aligned with the corresponding standards and adapted to meet the needs of the students and the assessment processes that reflect the academic standards and instruction.

Any program that is implemented must, at minimum, meet a three-part test which is mandated by federal law (Civil Rights Act of 1964, Title VI, *Castañeda v. Pickard*, 648 F.2d 989 (1981)). The program must be: (1) based on sound educational and language learning theory; (2) implemented with sufficient resources and staffed by appropriately prepared personnel; and (3) periodically

evaluated. A program that fails to produce positive results does not meet the test.

Definitions

1. Limited English Proficient Student

The Improving America's School Act defines a limited English proficient student as one who:

A. i) was not born in the United States or whose native language is other than English and comes from an environment where a language other than English is dominant; or

ii) is a Native American or Alaska native who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such an individual's level of English language proficiency; or

iii) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and

B. has sufficient difficulty speaking, reading, writing or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

2. English as a Second Language (ESL)/English to Speakers of Other Languages (ESOL)

English as a second language instruction is an academic discipline that is designed to teach English language learners social and academic language skills as well as the cultural aspects of the English language necessary to succeed in an academic environment and contribute to society. It involves teaching listening, speaking, reading and writing at appropriate developmental and proficiency levels with little or no use of the native language. Courses of study must be carefully articulated K-12 and must be correlated to the Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening. ESL program models include departmentalized, sheltered, intensive, pull-out and push-in ESL.

3. Bilingual Education

Bilingual education is a carefully planned instructional program that provides ESL instruction and utilizes the student's native language as the medium for instruction in the content areas. It also provides language arts instruction in the student's native language. Programs where the native language is used for clarification during content instruction only are not considered bilingual education programs. Bilingual education models include transitional, developmental and dual-language programs.

Policies and Procedures

To implement an ESL or bilingual education program, the school district/charter school must have clearly delineated procedures for enrolling students with limited English proficiency. The procedures must be written and provide guidance to school personnel and families regarding the program and services students will be provided. They should include a statement of program goals, school enrollment procedures, definition of limited English proficiency, assessment procedures and policies, program entry and exit procedures, grading policies, listing of resources including agencies and interpreters. Procedures must be disseminated, and staff acquainted with the contents. When selecting an administrator to be responsible for the implementation of the program, consideration must be given to the scope of services to be provided to the students and the background knowledge required for efficient operation.

To facilitate program implementation, any forms developed for use with the program should be the same across the district and should be included with the written program procedures. EL students are provided with available academic and extracurricular opportunities. Similarly, all information disseminated to the students and their parents must be provided in a language or mode preferred by the parents. The impact of the new culture on the student and the student's culture on the school will pose a challenge for everyone. Providing orientation and factual cultural information for everyone in the school will help to alleviate the most serious of cultural clashes. Consideration of culture and how it relates to the student and the instruction provided will also serve to ease the transition for all.

Enrollment

English language learners must be enrolled upon presentation of a local address and proof of immunization. It is not appropriate to deny students access to school (telling them to stay home) for any period of time while verifying the information they present. Subjecting them to scrutiny that is not part of the normal enrollment process is discriminatory and may place the school district/charter school at risk of legal action.

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.

Student Identification and Assessment

Home Language Survey: <https://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/ESL/Home%20Language%20Survey.docx>

The school district/charter school administers the home language survey (HLS) to all students as required by the Office for Civil Rights (OCR). At Wellsboro Area School District central registration is conducted therefore the Child Accounting/PIMS/Central Registration office administers the HLS to each student enrolled. (Training of the Child Accounting/PIMS/Central Office Registrar (1 individual) includes all PIMS/Child Accounting from PDE and the IU on proper child accounting policy, procedures and practices used across state. The results of that survey must be retained in the student's permanent folder. For those students whose primary language is other than English (PHLOTE), the district must also determine the student's English language proficiency. Then, ESL instruction at the appropriate level must be provided for the limited English proficient student with local/state funds. The Home Language Survey is available on the PD web page, www.pde.psu.edu. The ELL teacher proceeds through the [*PDE English Learner Identification Procedure Grades K-12*](#). The district's ELL teacher follows the procedure process as directed by the ELL Director following PDE's procedure.

Any available academic records should be conducted to find evidence of English language proficiency. Some examples of this type of evidence are:

- Transcripts from previously attended U.S. schools with passing grades in core content classes
- Statewide assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- District assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- Notes and/or other less formal indicators regarding language proficiency contained in the student's academic records

Record review follows PDE's [*PDE English Learner Identification Procedure Grades K-12*](#). Step 4 on p. 3.

“Conduct a review of the student's academic records from previous schooling if available. Look for compelling evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples. If the academic records are not available, or they do not contain compelling evidence of English proficiency, then **proceed to STEP 5.**”

Determine the most appropriate language instruction educational program (LIEP) based on the student's English language proficiency and native language proficiency if available. Determine the most appropriate language instruction educational program (LIEP) based on the student's English language proficiency and native language proficiency if available. If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement

Students must be assessed for achievement and for program exit.

Due to the nature of language testing and the availability of tests in the many languages of the students, multiple measures should be used for determining placement and progress. Measures may be formal or informal and could include curriculum-based assessments, teacher observations, portfolios, and standardized tests among others. Multiple criteria must be established, and consideration must be given to listening, speaking, reading and writing skills as well as academic progress. Assessment processes must reflect the academic standards and instruction.

The local district/charter school should have in place a policy regarding participation in large-scale assessments or other standardized tests not specifically developed for English language learners.

Participation in the PSSA is required for all students with limited English proficiency unless they are eligible for a one-time exemption. Please see the current PSSA assessment update information for accommodations and recommended testing procedures.

Assessment of ELL:

Wellsboro uses the WIDA-APT/WIDA Screener state-mandated assessment for all ELL's located at wida.wisc.edu at the WIDA secure portal. The screener assesses four domains: listening, reading, speaking and writing. WASD does not have a native language screener for ELL's. The district will determine if a student has limited or interrupted formal education. The district will use the criteria below:

Is enrolling after grade two, AND

Has a literacy score of less than 3.5 on the W-APT, MODEL Screener, or WIDA Screener, AND

Has at least two fewer years of age-appropriate schooling than peers or has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, AND

Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures)

The purpose of the screener is to assist in making decisions about whether a student is in need of ELL support services.

Program Model and Design

Wellsboro Area School District uses the EL Specific English only Instruction and/or mixed classes with English only support program model in teaching ELL.

WASD uses the following evidence-based practices for ELL learners:

1. Providing students with the opportunity to develop academic oral language
2. Teaching vocabulary across content areas
3. Providing appropriate interventions for ELL's who need support beyond tier 1 instruction
4. Implementing culturally responsive instruction

As WASD students are assessed with the state screener, W-APT and other additional measures are used. Multiple measures and observations result in an individual ELL plan designed to meet the student's learning needs. AIM's Web data is also used. Formative assessment is continuously informing teachers. Dependent upon need explicit instruction in developing academic oral language is designed and coordinated with all the student's teachers. Vocabulary is identified weekly and a plan to scaffold learning is created with all the student's teachers. The teachers will teach high-utility academic words and the ESL and/or Title 1 will teach word-learning strategies. Peer-supported instruction/learning is another evidence-based practice that WASD may utilize to allow students a peer supported environment to increase academic achievement. If additional support is needed beyond tier 1, time is scheduled with the ELL teacher and reading specialist's can also be part of the students learning plan.

WASD will implement culturally responsive instruction that considers the context contributing to a students progress or challenges in progressing. It is essential to involve parent/guardians in understanding the context that impacts social-emotional learning and academics that are affected by other factors. Formative assessment can help inform teachers and provides essential information in making instructional adjustments. In ILP's short and long-term goals must be reviewed consistently to ensure progress is being made or the ELL team must meet to make adjustments.

Students with limited English proficiency (especially refugees) may also have limited formal schooling (LFS). Their schooling may have been interrupted for many reasons, e.g. civil war in their country of origin or residence in refugee camps for extended periods of time. These students generally tend to be older and may present challenges and require additional consideration. Their educational

programs require careful attention to socialization skills, unfamiliarity with a school culture and other developmental needs. Although age-appropriate placement will require many accommodations, it is generally best for ELL students to be scheduled with their same age peers as often as possible.

During the initial periods of language acquisition and development, school district/charter schools may opt to grade English language learners on a pass/fail basis. Some may choose to develop a parallel version of the standard report card for English language learners during the initial stages of language learning. If use of the standard report card is the selected option or if the parallel version is developed, the information provided therein should be in the language understood/read the by the parents.

WASD has periodic evaluations to ascertain that the ELL program is meeting the needs of ELL students. Some of the data which help to monitor programs include report card grades and indicators of academic achievement, attendance, rate of participation in extra-curricular activities, graduation rate and discipline rate.

Curriculum and Instruction

Planned instruction in ESL includes listening, speaking, reading and writing at different levels of proficiency (beginning, intermediate and advanced). Standards must be addressed, and objectives must be developed for ESL classes at all levels. Therefore, ESL replaces language arts/English instruction. At the secondary level, ESL replaces English classes required for graduation. Tutoring students in the content area or English language arts and reading is not the same as teaching them English as a second language. Placement in speech therapy classes does not constitute an ESL planned program.

The amount and type of standards-based ESL instruction provided to students will **depend upon their level of language development and proficiency as determined by an appropriate English language proficiency instrument**. The following are recommended amounts of daily instructional time: for non-English speaking student – 2 to 3 hours/ beginner – 2 hours; intermediate – 1 to 1 ½ hours; advanced – 1 hour. Students who have exited the program should be carefully monitored for progress. They may require some support that can be provided two to three times per week. **Teachers of ELL's will collaborate based on the level of ELL support needed** (determined by assessment and expressed in ILP plan). Higher levels of support will result in teacher and ESL teacher collaboration of 2 times weekly. As student become more independent (level 4 proficiency) the teacher collaboration times will meet 1 to 2 times monthly.

In order to achieve academic standards, students must be scheduled in content area classes with the understanding that they may not be able to comprehend all the instruction. Content area instruction must be aligned with the corresponding standards and adapted to meet the needs of the students. Simply placing students

in content area classes does not provide them meaningful access to content if they do not understand English. Teachers must adapt courses of study to meet student needs. Adapting coursework does not mean diluting or placing in lower grades for instruction.

Determining when a student is ready to proceed from one proficiency level to another, or from an ESL class/program or a transitional bilingual education program is best done by the use of multiple measures that provide information on the students' listening, speaking, reading and writing proficiency. Wellsboro Area School District uses the PDE English Learner Procedure K-12 with the defined PDE state mandated screening found at: <https://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/ESL/ELL-Identification-Procedure%20K-12.pdf> The student's progress should be monitored for a least one year after the student has exited from the program.

English language learners are expected to meet the requirements for graduation. Some students arrive without the necessary documentation of studies in other countries and could be eligible to attend school until they are 21 years of age. The local district has the discretion to determine how the students will meet the requirements. As with placement, curriculum-based assessments may be used to determine student proficiency and mastery of the standards and content.

Wellsboro Area School District provides equitable access to curriculum as with non-EL's. The district has an evaluation process to review textbook series in each content area to evaluate the extent to which their content includes scaffolds and modifications for ELs at different proficiency levels and provides resources for teachers of EL's. The texts are analyzed and will continue to be as new texts are purchased for cultural relevancy and sensitivity. WASD also has access to high-quality linguistically and culturally relevant supplemental materials classrooms and libraries for use in everyday instruction including leveled books. The district uses the Pennsylvania EL Differentiation Tool is a dynamic, interactive web-based resource for modifying classroom content to meet the educational needs of ELs. Pennsylvania English Language Development Standards framework with Pennsylvania's Core and Academic Standards. Source: <http://www.eslportalpa.info/wp-content/uploads/sites/5/2018/09/ESL-Admin-Guide-ADA.pdf> (p.26) will be used in ELL programming. If the district determines that more evidence-based materials are needed the district will provide necessary materials to meet student's needs that are planned in the ILP.

Reclassification and Monitoring:

WASD will use <https://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/ESL/Reclassification%20Monitoring%20and%20Re-designation%20of%20ELs.pdf>

State required reclassification criteria

Districts must employ uniform procedures in accordance with state requirements for reclassifying English learners (ELs) as former ELs (FELs) when they attain proficiency. This document outlines the procedure and rules for doing so. An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS for ELLs®, and gathered by teachers using standardized language use inventories. Using the following system, the ACCESS for ELLs® and the language use inventory together produce a single score. If that score exceeds the state-defined threshold, then the student is eligible to be reclassified. See Appendix D for a sample reclassification cover sheet. Districts are free to develop their own form of documenting the reclassification decision for ELs, but it must, at a minimum, include the information contained on the sample form.

Two language use inventories must be completed. An ESL teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete an inventory (e.g. students whose parents have refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL teacher regularly), both inventories may be completed by content teachers or teams of teachers. If only one teacher can accurately complete the inventory (e.g. elementary classes in which the classroom teacher is ESL certified and provides both content and language instruction and there is no other teacher or administrator who can accurately complete the inventory), one inventory may be completed and the single score is multiplied by two. The two inventories do not need to agree. The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified. NOTE: 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. Language use inventories may be completed after ACCESS scores are released in these limited cases, but they must be completed prior to October 1 of the following school year. The reclassification window begins when ACCESS scores are published and ends on October 1 of the following school year. Although language use inventories must be completed as part of the reclassification decision-making and evidence-gathering process prior to the opening of the window, no changes to a student's status can be made in local data systems or in PIMS between October 1 and the date on which the district receives ACCESS scores each year. Districts must develop local plans for how to:

- select content teachers who will complete the inventories

- manage the decision-making/reporting process using this procedure and these criteria
- train staff to use the rubrics and evaluate the students' language use
- hold teachers accountable for completing the inventories
- select students for whom inventories will be completed in anticipation of qualifying

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

The following tables display the points possible from the ACCESS for ELLs® and the language use inventories:

ACCESS Proficiency Level Score	Points Assigned
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

Language Use Inventories		ESL Teacher			Content Teacher		
		Low	Moderate	High	Low	Moderate	High
Rubric 1	Interaction	0	0.3	0.5	0	0.3	0.5
	Listening	0	0.3	0.5	0	0.3	0.5
	Speaking	0	0.3	0.5	0	0.3	0.5
	Reading	0	0.3	0.5	0	0.3	0.5
Rubric 2	Writing: Cohesion	0	0.2	0.3	0	0.2	0.3
	Writing: Word/Phrase	0	0.2	0.3	0	0.2	0.3
	Writing: Grammar/Sentences	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Narrative	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Report & Essays	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Arguments	0	0.2	0.3	0	0.2	0.3

Total possible points from both inventories 7.6

Total Possible Points from all components: 16

Threshold for reclassification: 10.5

When this reclassification score is equal to or greater than the cutoff, then a student should be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with the ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained.

ELs with Disabilities - taking the ACCESS for ELL's

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

1. The student has an IEP, AND
2. The student has been continuously enrolled in an LIEP for at least four years, AND
3. The student's overall composite proficiency level score* on the ACCESS for ELLs® has not increased by more than 10% between any two years or total over the three most recent testing cycles, AND
4. 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
5. A school-based team recommends reclassification. See below for team composition and recommendation protocol.

* for students who cannot complete all four domains of the test as a direct documented result of their disability, an overall composite proficiency level can be calculated with fewer than all four domains by using the tool provided on the Reclassification, Monitoring, and Redesignation of ELs webpage.

** Documented evidence can include schedules indicating ELD instructional times, specific language supports used, ELD curriculum indicating areas of language instruction covered, language use evaluations based on WIDA rubrics or PA reclassification rubrics, modifications made to assessments, IEP addressing ELD instruction or language needs, etc.

To calculate the percent difference between scores, use the following formula:

$$\Delta \text{ OCPL} / \text{OCPL1} (100) = \% \text{ change}$$

Δ OCPL: Difference between the overall composite proficiency level from year one and year two, year two and year three, or year one and year three
OCPL1: overall composite proficiency level from the first of the two years being compared

For example, the percent difference between a score of 4.3 and 4.5 is $(.2/4.3)*100$, which is 4.65%.

School-based team composition and recommendation protocol:

The following individuals must be included on the team that considers the body of evidence and determines whether to reclassify an EL with a disability:

- At least one expert on the student's English language acquisition
- At least one expert on the student's special education goals and services
- At least one expert on the student's general education content achievement
- At least one family member (and any requisite interpreters/cultural liaisons)

- Any related service providers who work with the student A single team member may fill more than one of the roles identified above.

High Priority Evidence to consider:

- Standardized or curriculum-based assessments special education teachers and related service providers use to monitor students' progress towards IEP goals that are relevant to developing English language proficiency
- Classroom observations of students' language use
- Language samples demonstrating listening, speaking, reading, and writing skills
- Student work samples or portfolios
- Teacher input on students' English language development progress 5 June 2021
- Family input on students' language development and use at home
- Data related to how the student was initially identified as an EL
- Review of English learner services across the most recent four years to ensure the student has received adequate English language development instruction and language support for content learning during that time

Evidence to consider if available:

- Assessments that evaluate students' proficiency in their home/primary language
- Language use inventories
- Comparable data from similar EL peer group (other ELs with similar profiles)

Questions that must be addressed by the team:

1. Has the student received adequate ELD instruction and language supports commensurate with his/her ELP level for the most recent four years?
2. Is this student able to effectively communicate in English?
3. Is the EL making progress toward meeting PA Core Standards in listening, speaking, reading, and writing on par with ELs who have similar profiles?
4. Are any ACCESS for ELLs domain scores that affect the student's ability to reach an overall composite proficiency level of 4.5 directly related to the student's disability?

If the answer to any of these questions is 'no', then the team must carefully consider the student's continued participation in the LIEP until such time that the student will no longer benefit from continued specialized English language development instruction and supports.

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

1. 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
2. the IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

* for students who cannot complete all four domains of the test as a direct documented result of their disability, a proficiency level can be calculated with fewer than all four domains by using the tool provided on the PDE Reclassification, Monitoring, and Redesignation of ELs webpage.

Although language use inventories are not required for ELs with disabilities as part of the reclassification process, teachers should consider completing them in cases where it is appropriate as a way to document language proficiency at the time of reclassification and for future reference if needed. For more detailed guidance related to ELs with disabilities, please see the guidance contained on the Bureau of Special Education website at www.pattan.net.

Monitoring of former EL's

Districts must include in their LIEP uniform procedures in accordance with state requirements for actively 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).

Active Monitoring Period – first two years after reclassification

Districts must ensure that ELs in the first two years after reclassification do not struggle academically as a result of persistent language barriers. In order to do this, districts must develop and implement a process for actively monitoring students' progress and achievement in the general academic program delivered without specialized, planned language supports.

Districts are free to create their own process, but it must, at a minimum, include tracking student progress in all core academic classes and soliciting feedback from core academic teachers periodically throughout the school year with sufficient frequency to preclude a student falling significantly behind.

Additional monitoring period – third and fourth years after reclassification

Districts are required to continue reporting FELs to the state in PIMS for an additional two years after the active monitoring period. Districts are not required to actively monitor the progress and academic achievement of ELs in the general education program during these years. At the end of the fourth year after reclassification, ELs are coded as Former ELs – no longer monitored for the remainder of their time in school.

Re-designating former EL's

If it is determined during the active monitoring phase that an EL is struggling academically as a result of persistent language barriers, then the district must have

plans in place to re-designate that former EL as an active EL and re-enroll him/her in the LIEP. The district must demonstrate that the FEL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic supports and/or interventions.

FEL's who have been re-designated as active EL's must meet the state-required criteria to be reclassified as FEL's. In cases such as these, the monitoring process starts over from year 1 upon the second reclassification.

<https://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/ESL/Reclassification%20Monitoring%20and%20Re-designation%20of%20ELs.pdf>

Communication with Parents

Federal regulations require districts to provide information about assessment, academic achievement and related issues to parents in their native language or in their preferred mode of communication. This means that it is the district's/charter school's responsibility to provide for translation and interpretation services.

Districts/charter schools should make every effort to provide an orientation to parents as well as to the students. The orientation should include basic school information, a description of the ESL or bilingual education program, what content classes the student will attend, what special programs are available, homework and attendance policies and district-wide assessment practices and procedures. Expectations for participation and behavior should be clear to all involved. All programs of the district are available to EL students: Gifted, Special Needs, 504, Extra-Curricular, Special Education, Vocational, etc. ELL's must have access to all services offered to other students.

Students will have access to instructional material and resources in their native language. Materials will reflect and value diversity of cultural backgrounds and histories. The district will ensure consistent and coherent instructional support from grade to grade until ELL's have reached parity with English speaking students on measures of academic achievement in core content areas. The ELL plan includes timely means for identifying struggling students who needs additional support, including both active ELL's and those who are not currently receiving ELL services. The district will use technology to assist in meeting ELL needs.

Staffing and Professional Development

Careful consideration must be given when determining who will staff the program. Teachers must hold an Instructional I or II Certificate and should also have appropriate training to teach ESL classes. Collaboration between the classroom teacher and the ESL teacher is a hallmark of an effective program. Content area

teachers should have appropriate training in modifying instruction for English language learners.

“ESL specialists have advanced and specialized knowledge of language systems and language functions while content teachers have advanced and specialized knowledge of their academic content. In collaborative models, content teachers gain access to the expertise of ESL specialists and utilize that expertise to inform instructional design and vice versa. The goal is not that content teachers assume the role of ESL specialists or vice versa, but that instruction by both teachers is informed by the other.” <http://www.eslportalpa.info/wp-content/uploads/sites/5/2018/09/ESL-Admin-Guide-ADA.pdf>

Criteria for the selection of ESL teachers should be carefully developed and should consider, among other things, the amount of training the person has had in second language acquisition, ESL methods, cross cultural processes, and adapting content area instruction for ELLs. The Wellsboro Area School District has and will continue to have a certified ELL teacher that is required to maintain all necessary training and stay current in ELL education. Teachers with ELL students will be trained to meet the needs of ELL students.

Teachers in bilingual classes must have sufficient proficiency to teach content area classes in the target language and must have knowledge of the instructional strategies appropriate to a bilingual education program. Being a native speaker of the target language does not make a person a bilingual educator.

The district’s Professional Development Plan includes opportunities for district personnel in areas related to the education of students with limited English proficiency such as: cultural information, second language acquisition, adapting/modifying classroom instruction, and appropriate assessment practices. Training is provided from PDE, Blast IU 17, ELD Portal PA, WIDA, SAS, PVAAS and Pattan (<https://www.pattan.net/Multi-Tiered-System-of-Support/English-Learners>). Training is available for all educators in person, online synchronous, asynchronous, and through college credit.

Migrant Education

Students identified as migrant and who are English language learners must be provided ESL instruction, as would any other student who would be eligible for ESL.

Special Education

Students who are English language learners may be eligible for special education services once it has been determined that the disability exists, and this disability is not solely due to lack of instruction or proficiency in the English language. Then, the established procedures and timelines for determining the disability and developing the IEP must be followed. All English language learners eligible for special

education services whether in district or in intermediate unit classes must continue receiving ESL instruction at the appropriate proficiency and developmental level.

Communication with the parents of English language learners being considered for special education placement, who may be English language learners themselves, must be clear and presented in a mode and language they understand. It is the responsibility of the school district to ensure that parents are aware of all the options available to them.

Please refer to *Culturally and Linguistically Diverse Students*, Basic Education Circular issued July 1, 1999 for further information.

Vocational-Technical Education

The participation of English language learners in vocational-technical education classes and programs is not determined by their level of English language proficiency. English language learners should have access to any course of study available. It is the responsibility of the program to make the necessary accommodations. Vocational students who are English language learners must be provided ELL instruction appropriate to their level of proficiency.

Funding

In addition to local funding efforts, many district/charter schools use supplemental, categorical funds to operate their programs. Federal funds can be used to supplement local funding for ESL programs but not to supplant state/local funds.

Other Program Eligibility

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

Evaluating Program Effectiveness

Evaluating the effectiveness of EL programs and services is essential for ensuring that LEAs meet the needs of all ELs. The following tool may help LEAs evaluate various aspects of their EL programs and services, collect data, and inform instructional program decisions for ELs. Program evaluation will take place with the ELL teacher, principals and the superintendent or designee. Feedback from parents and students will also be part of the program evaluation.

The Promoting Excellence Appraisal System (PEAS) was developed by the George Washington University Center for Equity and Excellence in Education to support higher achievement among ELs. The system comprises seven dimensions and

corresponding standards of practice: leadership, personnel, professional development, instructional program design, instructional implementation, assessment and accountability, and parent and community outreach. The following tool is excerpted from one dimension—instructional program design. In this tool, the term “ELL” (English Language Learner) is used to refer to “EL” (English Learner).

Constructs	Code	Standard Name	Definition
Effective Design	DE1	Research-based	The district's ELL program design is consistent with current theory and research about effective instructional programs for ELLs.
	DE2	Aligned with vision	The district's ELL program design is aligned with the district's overall vision, mission, and goals for ELLs.
	DE3	Aligned with needs	The district's ELL program design addresses the needs of the diverse populations of ELLs in the district (students at different English language proficiency levels, ages, linguistic, and cultural backgrounds, time in the U.S., and levels of prior schooling).
Access to grade-level content	DA1	Rigor	The district's ELL program design is academically rigorous (not remedial), and promotes the knowledge and higher-level thinking skills to prepare students for college and satisfying careers.
	DA2	Access to grade-level instruction	The district's ELL program(s) are designed to ensure ELLs have equitable access to grade-level instruction in the academic content areas.
	DA2A	Instructional time	ELLs are provided adequate instructional time to learn the intended curriculum.
	DA3	Additional support	The district provides additional grade-level academic support for ELLs, including translators, tutors, and bilingual instructional aides.
	DA4	High quality resources	The district provides sufficient and equitable access to high quality instructional materials, educational technology, libraries, laboratories and other relevant resources that support ELLs' English language development and grade-level academic content learning in English and the native language.

TOOL #3: IMPROVING LEA SYSTEMS TO SUPPORT ENGLISH LEARNERS (CONTINUED)

Constructs	Code	Standard Name	Definition
Access to grade-level content (continued)	DA5	L1 instructional resources	High quality native language instructional materials and resources are available at each grade level and subject area to support literacy and academic content learning.
	DA6	Multicultural resources	Instructional materials and resources that reflect and value a wide diversity of cultural backgrounds and histories are integrated throughout the general education curriculum for all students.
	DA7	Vertical coherence	The district ensures sustained, consistent, and coherent instructional support from grade to grade until ELLs have reached parity with English speaking students on measures of academic achievement in the core content areas.
	DA8	Struggling students	The ELL plan includes a timely means for identifying struggling students who need additional support, including both active ELLs and those who are not currently receiving ELL services.

Supporting Information: <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

Students and parents/guardians in AEDY placement will be provided academic progress reports, bi-annual progress reports and behavioral summaries. Reports and communications will be in preferred mode of communication.

Stakeholders: Parent/guardian, student, parent advocate, general education teacher(s), ELL teacher, other teachers (PE, Art, Music, Special Education, Title, etc.), Dean and/or assistant principal or principal.

All information can be provided in preferred mode of communication.

Reporting

School districts/charter schools must submit an annual data collection report form (PDE 3044) indicating the number of students with limited English proficiency served and their native language background. The superintendent must sign the form. A narrative description of the program provided to English language learners must also be submitted. Submission does not imply approval of your program. More information is available from the Department regarding program design, program compliance or technical assistance.

The WASD ELL program handbook is available in preferred mode of communication.

REFERENCES:

Purdon's Statutes
43 P.S. §§951-963

State Board of Education Regulations
22 Pa. Code §4.26

Federal Statutes

Civil Rights Act of 1964
Title VI Equal Educational Opportunities Act of 1974
P.L. 103-382, Title VII
P.L. 105-17 (IDEA)

Castañeda v. Pickard, 648 F.2d 989 (1981)
Lau v. Nichols, 441 U.S. 563 (1974)
Plyler v. Doe, 457 U.S. 202 (1982)

Certification and Staffing Policies and Guidelines (CSPG) No. 80A
CSPG No. 108

CONTACT BUREAU/OFFICE:

Division of Curriculum and Instruction
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Phone: (717) 783-6649 (717) 787-8913

WELLSBORO AREA SCHOOL DISTRICT

3044 Program Narrative Outline

for

English Language Learner Program



English Learner Identification Procedure Grades K-12

(See Pre-K identification guidance for Pre-K students)

- **STEP 1:** Review the Home Language Survey.
 - If the HLS indicates a language other than English for any question, **proceed to STEP 2.**

NOTE: Pidgin and creole variations of English (e.g. English spoken in Liberia or Cameroon) constitute a language other than English for identification purposes.

- **STEP 2:** Conduct family interview to determine if the student is potentially an EL. Use an interpreter if necessary.

Family Interview

Conducted by district-trained enrollment personnel - not to be completed by the parent/guardian

Interviewed:

Date:

Phone:

Name of Student:

PASID:

Students Date of Birth:

Age:

Student's Date of Entry to U.S. (if born in the U.S., then same as DOB):

Parent Country of Origin:

Student Country of Origin:

Parents' Primary Country of Education:

Complete the following table for the student. Indicate if the student moved schools, states, or countries during a school year.

Grade	State (City & School if PA)	Country	Primary Language of Instruction
Pre K			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

- Is this student a Native Alaskan, Native American, or Native Hawaiian?
 YES NO
- Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?
 YES NO
- When at home, how often does this student hear a language other than English?
 Always Occasionally Never
- When at home, how often does this student speak a language other than English?
 Always Occasionally Never
- When interacting with their parents or guardians, how often does this student hear a language other than English?
 Always Occasionally Never
- Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?
 Always Occasionally Never
- When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?
 Always Occasionally Never

Review of the family interview must be conducted by an ESL professional.

Based on the answers to the interview questions, determine if the second language exposure/use is significant and tied to the national origin of the student/parent(s)/guardian(s) or is superficial in nature. Ensure that the parent/guardian understands the HLS and has completed it accurately during the parent interview. The HLS cannot be completed again at a later date. If the student's development of English may have been impacted by exposure to another language in any way, then **proceed to STEP 3**.

Comments:

- ❑ **STEP 3:** If the student has an IEP or is suspected of having a disability (e.g. the parent states that the student has a disability), then see [Appendix A](#) before proceeding.
- ❑ **STEP 4:** Conduct a review of the student's academic records from previous schooling if available. Look for compelling evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples. If the academic records are not available, or they do not contain compelling evidence of English proficiency, then **proceed to STEP 5**.

NOTE:

A newly enrolling student who has an ACCESS overall composite proficiency level score from the previous school year (even from another state) that does not meet or exceed 4.5 may not be re-screened for the purpose of identification. In this case, skip to STEP 6. If a student has an ACCESS overall composite proficiency level score from the previous school year that meets or exceeds 4.5, then the student may be reclassified if the additional criteria from the state-defined reclassification guidance are met (i.e. language use evaluations can be conducted prior to October 1).

If a newly enrolling student has an ACCESS overall composite proficiency level score from a previous district that is more than one year old (i.e. two or more years prior to the current year), then proceed to step 5 (screening) to determine the EL status. If the student exceeds the cut score for identification as an EL, then the student may be coded as never-EL and the identification process is complete.

- STEP 5:** Screen the student for English language proficiency using the K Screener, K MODEL, WIDA screener (online or paper), or WIDA MODEL screener. Record the screening scores below. See Appendix C for information about the appropriate test form to administer.

Listening PL	Speaking PL	Reading PL	Writing PL	Literacy CPL	Oral CPL	Overall CPL

If the student's scores meet the criteria for identification as an EL on the following table, then proceed to **STEP 6**. If not, then the student is not an EL and you do not need to proceed.

Grade Level	Screener	Criteria for Identification as an EL
Kindergarten	K MODEL	1st semester K: Assess oral language Oral language composite below 5.0 2nd semester K: Assess all 4 domains Oral language proficiency level below 5.0 OR Literacy Composite below 4.2
Kindergarten	K Screener	1st semester K: Assess Oral Language Oral language composite below 5.0 2nd semester K: Assess all 4 domains Oral language proficiency level below 5.0 OR Literacy Composite below 4.2
1 st semester 1 st grade	K MODEL	Assess all 4 domains Overall composite proficiency level below 5.0
1 st semester 1 st grade	K Screener	Assess all 4 domains Overall composite proficiency level below 5.0
1-12	WIDA Screener	Overall composite proficiency level below 5.0
1-12	MODEL Screener	Overall composite proficiency level below 5.0

NOTE: If a student is unable to complete the full screener (e.g. because of a disability or refusal), then the determination of EL status must be made based on the remaining available evidence gathered from the HLS, parent interview, and academic records review. If reasonable evidence of English proficiency cannot be established based on those sources along with the incomplete screener results, if any, then the student should be identified as an EL.

- ❑ **STEP 6: OPTIONAL** - Screen the student for native language proficiency if a screening instrument is available. Record the score(s). If no screening instrument is available, then proceed to STEP 7.

Name of screener	Score(s)	Score descriptor

- ❑ **STEP 7:** Determine if the student has **limited or interrupted formal education (LIFE)** using the criteria below:
 - Is enrolling after grade two, AND
 - Has a Literacy score of less than 3.5 on the W-APT, MODEL Screener, or WIDA Screener, AND
 - Has at least two fewer years of age appropriate schooling than peers or has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, AND
 - Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures)

Does this student have limited or interrupted formal education?

YES (the student should be coded as 06 in FIMS)

NO

Proceed to STEP 8.

- ❑ **STEP 8:** Determine the most appropriate language instruction educational program (LIEP) based on the student's English language proficiency and native language proficiency if available.

NOTE: If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement.

Program Placement:

Proceed to STEP 9.

- ❑ **STEP 9:** Provide the parent with a detailed program description and explain the identification and placement decision. The parent has the right to refuse placement in a specialized, separate LIEP. See [PDE guidance concerning parental right to refuse services](#). **Proceed to STEP 10.**

- ❑ **STEP 10:** The parent accepts or refuses placement in part or in whole in the LIEP. If, after the district notifies the parent of their option to refuse specialized LIEP services, the parent does not respond, then the district may proceed with the recommended program placement. **Proceed to STEP 11.**
- ❑ **STEP 11:** If your district participates in Title III, explain the services offered and their right to opt out of all of some of those services. If, after the district notifies the parent/guardian of their option to opt out of Title III services, the parent does not respond, then the district may proceed with enrolling the student in the Title III services. **Proceed to STEP 12.**

NOTE: This applies to discrete services/programs (e.g. after-school tutoring, summer school programs, the use of technology purchased with Title III funds, etc.). If, for example, Title III is being used for professional development for staff working with ELs, then there is no discrete service of which parents may opt out.

- ❑ **STEP 12:** Notify the receiving school of student's identification and placement. **Proceed to STEP 13.**
- ❑ **STEP 13:** Initiate an active service record in the district SIS. If the student has limited or interrupted formal education, then ensure that LIFE is identified. If the student will participate in Title III funded services, then ensure that the student is identified as participating in Title III. *NOTE: Not all ELs in a district that receives Title III funds are participating in Title III.* **Proceed to STEP 14.**
- ❑ **STEP 14:** Schedule the student based on program placement and English language proficiency.

NOTE: The school is responsible for ensuring that all teachers with whom ELs are scheduled have English language proficiency information for their ELs. This includes general education teachers.

The procedure is complete. Attach the HLS form and parent refusal acknowledgement form (if completed) to this form and file them in student's record. Copies of this form should be given to ESL and general education teachers who will be working with this student.

DEFINITION OF TERMS

Bilingual – refers to knowledge and use of two languages

Bilingual Instructional Program – refers to the use of two languages, one of which is English, as the media of subject matter instruction.

Dominance – refers to the language most often used by the student for communication and self-expression.

English Dominant – a student whose language of communication is predominantly English.

ESL – English as a Second Language – does not imply “secondary language”. Refers usually to the teaching of English to persons whose native language is other than English

ESOL – English Speakers of Other Languages – One language is used (English) as the medium of instruction (Same as ESL).

Home Language – the first language learned by a child, usually the language of the student’s home.

I-94 – an Immigration and Naturalization Services (INS) form (wallet size card) which lists pertinent data about refugees and other immigrants.

Interference – the confusion caused when the language learner applies the systems of one language to another language.

LEA – local educational agency, school district, intermediate unit.

LEP – Limited English Proficient – the term used to describe students of English as a Second Language who have not yet fully mastered the language.

Maintenance (or developmental) Bilingual Program – a structured sequential educational program in two languages throughout the school experience of the student. A maintenance bilingual program may serve both non-English dominant and English dominant students or only non-English dominant students.

Migrant – a child whose parents cross school district boundaries for reasons of employment in agriculture or agri-related businesses. In Pennsylvania, this is mainly employment in agriculture.

Monolingual – refers to knowledge and use of only one language. The majority of Americans are monolingual in English.

Native Language – the first language learned by a child, usually the language of the student's home.

Non-English Dominant – a student whose primary language of communication is not English.

PDE 3044 and Supplement – School District Annual Report: Programs and Services for Students with Limited English Proficiency (LEP); Enrollment of Non-English Dominant Students – a form of student census. Requests that districts list children whose native home language is other than English (formerly DEBE 1072 and Supplement).

PDE 3045 – Intermediate Unit Annual Report – Programs and Services for Students with Limited English Proficiency – requires intermediate units to list the type of services they provide to LEP students in the districts which they serve.

Primary Language – the first language learned by a child, usually is the language of the student's home and most often used to express ideas and concepts.

Refugee – refers to a person who has been granted asylum in this country, usually for political or economic reasons, and who has been classified as such by the Immigration and Naturalization Service.

Refugee Student Report Form – this form is used to record the number of refugee children enrolled in a school district. It is part of the funding requirements for the Transition Program for Refugee Children.

SEA – State Educational Agency, Department of Education.

Target Language – the language that is being taught (also known as second language).

Target Population – the population to be served in ESL or bilingual programs.

Title I – IASA (Improving Americas Schools Act) of 1994. Meant to provide supplementary educational services to educationally disadvantaged students.

Title VII ESEA – Bilingual Education Act – a source of categorical funding for bilingual education programs. Funds are available to local educational agencies, state education agencies, and institutions of higher education. Some programs are available to nonprofit private organizations.

TBE – Transitional Bilingual Program – a program which serves a student with limited English proficiency (LEP); provides for instruction in the student's home language and English until the student is able to function effectively in classes conducted in English.

ORGANIZATION GOALS

Based on needs assessment data, the Strategic Plan Steering committee identified eight (8) organizational goals related to student achievement. The Wellsboro Area Board of School Directors adopted the goals as listed below as part of the adoption of this strategic plan.

1. The district will plan appropriate training for all staff.
2. The district will support activities to provide students with cultural enrichment, appreciation of the arts, and recognition of cultural diversity.
3. The district will continue to develop, implement, and regularly evaluate the district-wide and building safe schools plans.
4. The district will develop and strengthen our communication vehicles with students, families, staff and the community on behalf of quality public education.
5. The district will develop and implement a fiscally responsible school facilities plan to create an environment conducive to learning and quality instruction.
6. The district will continue to implement a district-wide technology education plan.
7. The district will develop and implement an English as a Second Language (ESL) Program in compliance with state guidelines.
8. The district will develop and implement a Wellness Plan for students and staff that addresses nutrition, physical fitness, and over-all wellness.

LOCAL PRIORITIES

The following organizational goals have been identified as priorities for action planning by the Strategic Plan Steering Committee. The action plans for the technology plan priority goal were developed by the Technology Committee. Action plans for each of these goals are contained in another section of this plan.

1. The district will plan appropriate training for all staff.
2. The district will continue to implement a district-wide technology education plan.
3. The district will develop and implement a Wellness Plan for students and staff

that addresses nutrition, physical fitness, and over-all wellness.

Following initial referral requests, an ESL/ESOL Director will be assigned to meet with the appropriate school personnel to assist with screening and other intake procedures to include the administration of a Home Language Survey. Upon determination of need and eligibility for services, the ESL/ESOL Placement form will be provided to appropriate school personnel.

V. ELL/ESOL PROGRAM GOALS

- To develop pupil competency in understanding, speaking, reading and writing English.
- To provide educational experiences that will prepare pupils to complete high school and to enter institutions of higher education and/or the world of work.
- To orient pupils and their parents to the school and the community.
- To enhance pupils' sense of self-worth by highlighting contributions made by their ethnic group to society.

IMPORTANT INFORMATION FOR ELL PROGRAMMING

Districts goals:

1. The administration will: Establish a school board policy that states that they will abide by Chapter 4 regulations, participate with PSSA rules for ELL, provide programming and resources for their district personnel who are involved with ELL students, for example: teachers, administration, secretaries, bus drivers, cafeteria personnel.
2. The district will provide for ELL in their Strategic Plan.
3. There will be a written ELL Professional Plan. This includes an actual Education plan for ELL students and plans the district will take to educate regular and ELL teachers. Also, be able to fund resources for the program.
4. EVERY student in the district will have a Home Language Survey, with a parent/guardian's signature, completed during the spring of 2002, and it will be in their permanent folder by September 1st of the next school year. This will stay in their folder until they graduate from 12th grade. Every student in the district should be accounted for.
5. All kindergarten students' parents must now fill out the home survey at registration, as well as every new student that enters the district.

ELL STANDARDS FOR PRE-K – STUDENTS

Goal 1: To use English to communicate in social settings.

Standard 1: Students will use English to participate in social interaction.

Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Standard 3: Students will use learning strategies to extend their communicative competence.

Goal 2: To use English to achieve academically in all content areas.

Standard 1: Students will use English to interact in the classroom.

Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Goal 3: To use English in socially and culturally appropriate ways.

Standard 1: Students will choose a language variety, register, and genre according to audience, purpose, and setting.

Standard 2: Students will use non-verbal communication appropriate to audience, purpose, and setting.

Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

HOME LANGUAGE SURVEY

ALL newly registering students regardless of race, nationality, or language origin MUST complete this form. Federal law requires that all Local Education Agencies (LEAs) utilize a non-biased procedure for identifying which students are potential English Learners (ELs) in order to provide appropriate language instruction educational programs and services. Given this responsibility, LEAs have the right to ask for the information contained on this and other forms associated with the identification process.

Student Information (Parents/Guardians should complete this section):

Child's first name: _____

Child's family name: _____

Child's Date of Birth: _____
(Month/Day/Year)

Questions for Parents or Guardians

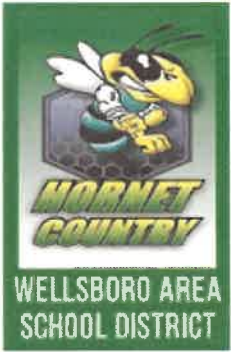
1. Is a language other than English spoken in the child's home? No Yes (language) _____
2. Does your child communicate in a language other than English? No Yes (language) _____
3. What is the language that your child first learned to speak? _____

Parent/Guardian Signature: _____ Date: _____

Interpreter Provided No Yes

Revised February 2017

**"The Wellsboro Area School District is an Equal Opportunity Employer
and is in compliance with Title VI and Title IX."**



District Administration Office
227 Nichols Street
Wellsboro, PA 16901
(570) 724-4424
FAX: (570) 724-5103

Every Child,
Every Opportunity,
Every Day...
Striving For Success

ELL REFERRAL FORM

Date: _____

School: _____

Student(s) Name(s):	Grade:
_____	_____
_____	_____
_____	_____
_____	_____

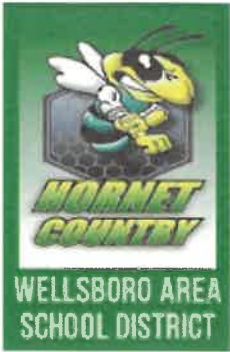
Country: _____

Contact Person: _____

Phone: _____

Teacher Assigned: _____

Comments: _____



District Administration Office
227 Nichols Street
Wellsboro, PA 16901
(570) 724-4424
FAX: (570) 724-5103

Every Child,
Every Opportunity,
Every Day...
Striving For Success

PARENT NOTIFICATION FORM

DISTRICT: _____

SCHOOL: _____

DATE: _____

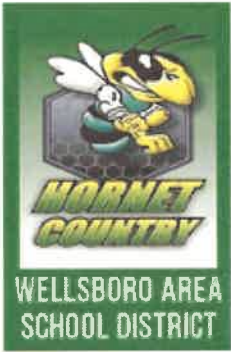
TO THE PARENTS OF: _____

The school provides special instruction for students whose home language is not English. This instruction supports the regular classroom work given during school. The ESL program is taught by _____ who will work with _____ during the school day.

The teacher and principal feel that _____ will benefit from this service and have scheduled this extra help. If you have questions about our program, please call the school at _____.

Sincerely,

ELL Instructor



District Administration Office
227 Nichols Street
Wellsboro, PA 16901
(570) 724-4424
FAX: (570) 724-5103

Every Child,
Every Opportunity,
Every Day...
Striving For Success

ELL CONFERENCE REPORT

DATE: _____

NAME OF STUDENT: _____

GRADE: _____ SCHOOL: _____

ESL INSTRUCTOR: _____

CLASSROOM TEACHER: PRESENT NOT PRESENT

CONFERENCE REQUESTED BY: PARENT ESL TEACHER

CLASSROOM TEACHER

SPECIFY OTHER: _____

INTERPRETER PROVIDED: YES NO

PARENT COMMENTS: _____

TEACHER COMMENTS: _____

ESL/ESOL TEACHER COMMENTS: _____

OUTCOME/ACTIONS: _____



District Administration Office
 227 Nichols Street
 Wellsboro, PA 16901
 (570) 724-4424
 FAX: (570) 724-5103

Every Child,
 Every Opportunity,
 Every Day...
 Striving For Success

CC: Principal _____ Teacher(s) _____ ELL Teacher _____ Parent _____
 School: _____ School Year: _____

Student Name: _____ CODE: M – Mastered
 S – Satisfactory
 L – Limited Progress

Grade: _____

DATE	NEEDS/OBJECTIVES	ACTIVITY LEVEL EVALUATION	
		BEGIN	INTERMEDIATE ADVANCED

Comments or additional notes:

*Questions about this progress report can be directed to your child's school.

Please file original with student's records.
Forward a copy to your District ESL Administrator

School District: _____
School: _____

Wellsboro Area School District

English Language Learner Student Background Questionnaire

Student's Name: _____
(First) (Last)

Male/Female _____ Birthday: _____ Age: _____ Telephone: _____
Circle one (month) (day) (year)

Address: _____

Native Language: _____ Native Country: _____

Parents' Names: _____ Daytime Telephone: _____
(or Guardians')

Names and ages of brothers and sisters: _____

English speaking contact (if needed): _____

Name	Relationship	Telephone
------	--------------	-----------

When did this student come to the United States? _____

What language is used with parents? _____ With siblings? _____
With friends? _____

- | | | | | |
|---|--------------------------|----------------------------------|--------------------------------------|---------------------------|
| Can student read <u>home</u> language? | <input type="radio"/> No | <input type="radio"/> Easy words | <input type="radio"/> Easy sentences | <input type="radio"/> Yes |
| Can student write <u>home</u> language? | <input type="radio"/> No | <input type="radio"/> Easy words | <input type="radio"/> Easy sentences | <input type="radio"/> Yes |
| Can student understand English? | <input type="radio"/> No | <input type="radio"/> Easy words | <input type="radio"/> Easy sentences | <input type="radio"/> Yes |
| Can student speak English? | <input type="radio"/> No | <input type="radio"/> Easy words | <input type="radio"/> Easy sentences | <input type="radio"/> Yes |
| Can student read English? | <input type="radio"/> No | <input type="radio"/> Easy words | <input type="radio"/> Easy sentences | <input type="radio"/> Yes |
| Can student write English? | <input type="radio"/> No | <input type="radio"/> Easy words | <input type="radio"/> Easy sentences | <input type="radio"/> Yes |

If student studied English:

- How long? 1 year or less 1 – 2 years 3 – 4 years more
How often? once a week 2 – 4 times a week 5 or more
Class lasted? 45 minutes or less 45 minutes -1 hour more

Student's Name: _____

SCHOOL HISTORY

Please give the following information. Fill in name of each school one time. Indicate any breaks in schooling. Give any information that would help us understand your student's background better.

Age	Grade	Name of School -- Location	Language(s) Used
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18+			

Last Grade completed: _____ When? _____
(Month) (Year)

Additional information you want us to know:

Student's special interests: _____

In school, student does well in: _____

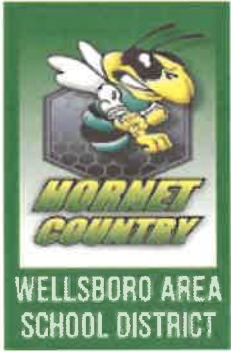
Special medical problems the school should know about: _____

Does your child have learning difficulties? _____

Other: _____

Form filled out by: _____
(Signature) (Date)

Student grade placement (if determined): _____



District Administration Office
227 Nichols Street
Wellsboro, PA 16901
(570) 724-4424
FAX: (570) 724-5103

Every Child,
Every Opportunity,
Every Day...
Striving For Success

K-12 English Language Learner Program

PROGRESS REPORT

STUDENT'S NAME: _____ SCHOOL: _____
NATIVE LANGUAGE: _____ DISTRICT: _____
NATIVE COUNTRY: _____ BUILDING CONTACT: _____
GRADE: _____ AGE: _____ HRS/WK ESL: _____ DATE: _____

LISTENING: _____

SPEAKING: _____

READING: _____

WRITING: _____

MOTIVATION/EFFORT: _____

PROGRESS IN GRADE-LEVEL CLASSES: _____

ADDITIONAL COMMENTS: _____

ELL GOALS FOR NEXT REPORT PERIOD: _____

SIGNED: _____



District Administration Office
227 Nichols Street
Wellsboro, PA 16901
(570) 724-4424
FAX: (570) 724-5103

Every Child,
Every Opportunity,
Every Day...
Striving For Success

REVIEW OF STUDENT STATUS FOR EXITING ELL PROGRAM

Name: _____ School: _____

Date: _____ Age: _____ Grade: _____

COMMENTS:

1. Classroom teacher(s): _____

2. Principal: _____

3. Psychologist (if applicable): _____

4. Bilingual/ESL/ESOL staff (teacher, tutor, aide, specialist, tester, etc.): _____

5. Student: _____

WELLSBORO AREA SCHOOL DISTRICT ELL/CDL Individual Plan



Student's Name: _____ Parent's Name: _____

Grade Level: _____ Address: _____

Teacher: _____ Telephone Number: _____

Building: _____ Country of Origin: _____

READING COMPREHENSION

English Competency Level: _____

Curriculum Goals and Expectations: _____

Indicators of Achievement: _____

Adaptations: _____

WRITING ABILITY

English Competency Level: _____

Curriculum Goals and Expectations: _____

Indicators of Achievement: _____

Adaptations: _____

LISTENING COMPREHENSION

English Competency Level: _____

Curriculum Goals and Expectations: _____

Indicators of Achievement: _____

Adaptations: _____

ORAL EXPRESSION

English Competency Level: _____

Curriculum Goals and Expectations: _____

Indicators of Achievement: _____

Adaptations: _____

ELL/CDL MEETING NOTES

Student's Name: _____ Grade Level: _____

Date of Meeting: _____

DEVELOPMENTAL CHARACTERISTICS OF STUDENT LANGUAGE

BEGINNER (Level 1)

Beginning Level: The child is unable to communicate in meaningful words, but may use sounds, gestures and other forms of non-verbal communication to achieve basic needs and wants.

Higher Level: The child may be able to recite learned material and produce a list of vocabulary words on demand. Although minimal meaningful communication is produced with words, the child may have an expanded repertory of meaningful gestures and sounds. Imitation of peers' and adults' behaviors including words, gestures, intonation and prosody may support communication.

PRIMARY (Level 2)

Beginning Level: Expression is restricted to the phrase or sentence level. Communication generally exists as applications of memorized words and phrases in appropriate and meaningful contexts. Expressions relate generally to personal desires, needs, and observations. An understanding of the grammar and the structure of the language is emerging but is not yet well-developed. Past and future tense may be marked by descriptive words rather than correct verb forms. Questioning and answering is beginning to emerge. The child still requires interactive support to produce sustained meaningful communications. Communication may be difficult to understand by someone unaccustomed to interacting with non-native speakers at this level. Gestures continue to be used to support comprehensible communication.

Higher Level: Expression is still generally restricted to the sentence level, but there is a clear effort to elaborate on a topic and to create clusters of related phrases and sentences. What, who, where questions are asked and answered. Interactions are beginning to occur on a variety of topics, in different contexts. Grammar is still emerging and not at the level of native-speaker age peers (*according to age appropriate expectations*), in past, present, and future forms. The child continues to need support in sustaining meaningful interactions. An understanding of relationships, characteristics, and sequences emerges here, as the child begins to classify and organize items. Support is required to differentiate important from irrelevant features and characteristics. Coordinating conjunctions and clauses, and frequent use of prepositions appear here. Communication may still be difficult to understand by someone unaccustomed to interacting with non-native speakers. However, the child is beginning to show an awareness of the listener's perspective, and attempts to modify communication and provide listeners with meaning through a variety of forms, including gestures.

INTERMEDIATE (Level 3)

Beginning Level: Communication is characterized by a range of responses from words and sentences to paragraph-like products. Narratives with a beginning, middle, and ending emerge here. Multiple sentences are produced to describe events. What, who, where are asked and answered in more complex forms. Questioning strategies are applied to ask and answer how, who, and when questions (*within age appropriate expectations*). Consistent use of past, present, and future grammatical structures appear (*within age appropriate expectations*) with 80% to 90% accuracy. The child may need to be requested or prompted in order to speak in the past or the future. Coordinating and subordinating conjunctions appear to mark clausal relationships. Prepositional phrases are used with 80% accuracy. The child begins to develop elaborate creative fictional stories, to show cause and effect relationships, to infer meanings and intents, and predict outcomes. The ability to categorize and group, and to relate items or events in sequence becomes clear. There may still be a need for some support in developing responses involving higher order thinking skills in unfamiliar contexts. This child is usually understood by people unaccustomed to interacting with non-native speakers.

Higher Level: The child does all of the above with greater elaboration and precision than previously. Comprehension of difference between figurative and real expressions is in evidence here. The child demonstrates an ability to produce multiple sentences that are well-developed, grammatically correct and centrally focused on a variety of topics. Appropriate resolution of personal difficulties, and the ability to state and defend personal ideas and preferences emerges (*within age appropriate expectations*). The child demonstrates an understanding of the listener's perspective (*within age appropriate expectations*). While there may be elements of non-native speaker qualities within the communication (such as accent and organization of information), the child is generally understood by people unaccustomed to interacting with non-native speakers. At this level the child is able to participate in academic interactions in a regular classroom setting, but may still require support in mastering concepts involving differences in cultural variations of communications, especially meanings and intents.

ADVANCED (Level 4)

Academic language on abstract topics that is coherent and cohesive, and comparable to similar language from age peers. Elementary and middle school students should be evaluated in a manner that is comparable to their age peers.

READING COMPREHENSION

- (11) Basic Beginner- No or little reading comprehension skill: demonstrates no or limited understanding of the vocabulary, form or content of written English.
- (12) Intermediate Beginner - Extremely limited reading comprehension skill in L2: able to select synonym for basic vocabulary used in simple constructions and able to recall the main idea presented in simple reading passages limited to basic vocabulary and simple syntactical patterns.
- (13) Advanced Beginner- Limited reading comprehension skills in L2: able to select synonym for high-frequency vocabulary items used in most simple sentence constructions and to recognize and recall factual information presented in simple reading passages limited to basic vocabulary and simple syntactical patterns.
- (21) Low Intermediate- Fair reading comprehension in L2: all beginning RC skills plus able to select synonyms for moderately used vocabulary items used in simple sentence constructions and to recognize and recall factual information presented in moderately easy reading material for age and experience.
- (22) Intermediate Intermediate- Moderately good reading comprehension skills in L2: all of the above plus able to select synonym for high-frequency vocabulary items used in moderately complex sentence constructions and to make inferences about the factual information presented in moderately easy reading passages for age and experience.
- (23) Advanced Intermediate- Good reading comprehension skill in L2: all of the above plus able to select synonym for high-frequency vocabulary items used in most complex sentence constructions and to recall and analyze the main points presented in reading passages appropriate for age and experience.

WRITING ABILITY

(11) Basic Beginner- Non-writer of L2: demonstrates no ability to express self in written English.

(12) Intermediate Beginner- Extremely limited writer of L2: can put together a simple sentence limited to a basic description using high-frequency vocabulary and very basic grammatical and structural patterns.

(13) Advanced Beginner- Limited writer of L2: able to select answers to complete basic responses to some simple information-type sentences and is able to put together two or more sentences to support a main idea using basic vocabulary and structural patterns.

(21) Low Intermediate- Fair writer of L2: all beginning writing ability skills plus able to select the best response to complete most simply constructed information-type sentences and is able to supply written responses to standard requests for information, i.e. –name, date, address, telephone number, and so forth.

(22) Intermediate Intermediate- Moderately good writer of L2: all of the above plus able to select the best response to a moderately-complex request and response statement; can organize a short paragraph and write with a basic understanding of punctuation, syntax and spelling.

(23) Advanced Intermediate- Good writer of L2: all of the above plus able to complete most complex request and response statements and shows ability to write a cohesive paragraph using a variety of simple and compound sentences.

(31) Low Advanced- Competent writer of L2: all intermediate writing ability skills plus able to complete highly-complex request and response statements; can coordinate and subordinate specific points to support the main idea of a descriptive paragraph; understands the function of vocabulary choice, sentence variation, spelling and punctuation.

LISTENING COMPREHENSION

- (11) **Basic Beginner-** No or little L2 listening comprehension skill: demonstrates no ability to understand even simple statements and questions.
- (12) **Intermediate Beginner-** Extremely limited listening ability in L2: able to understand questions and statements, restricted to very basic vocabulary and structural patterns.
- (13) **Advanced Beginner-** Limited listening ability in L2: understands most questions and statements using basic vocabulary and simple tense and sentence constructions.
- (21) **Low Intermediate-** Fair listening ability in L2: all beginning LC skills plus shows an understanding of key words and phrases used in question patterns to select the correct answer to most information-type questions, e.g. do/did, how many, what would, and so forth.
- (22) **Intermediate Intermediate-** Moderately good listening ability in L2: all of the above plus is able to discriminate the literal information in a spoken statement to select a paraphrased sentence and recall the information presented in a dialogue to answer factual questions.
- (23) **Advanced Intermediate-** Good listening ability in L2: all of the above plus is able to listen to specific questions and is able to detail paraphrased sentences with relative ease using the vocabulary and syntax required after listening to extended dialogue.
- (31) **Low Advanced-** Competent listening ability L2: all intermediate LC skills plus able to recognize and process implied information and select evaluative statements closest in meaning to most complex statements.

ORAL EXPRESSION

(11) Basic Beginner- Non speaker of L2: demonstrates no ability to speak American English.

(12) ECL level – Intermediate Beginner

Demonstrates limited speaking of L2: he can put together a limited number of words to form a simple question or statement, but is extremely restricted by vocabulary, syntax and pronunciation.

Levels to Achieve Through ELL Training

(13) Advanced Beginner- Limited speaker of L2: can ask and answer most requests for information, restricted to basic sentence pattern and simple tense responses.

(21) Low Intermediate- Fair speaker of L2: all beginning oral expression of English skills plus shows an understanding of tense-time relationships of regular verbs and can ask and answer most questions, but may make several errors in syntax and usage when using complex structures.

(22) Intermediate Intermediate- Moderately good speaker of L2: all of the above plus shows an understanding of tense-time relationships of common irregular verbs and is able to select the appropriate tense and structure for general usage.

(23) Advanced Intermediate- Good speaker of L2: all of the above plus able to express specific questions and detailed statements with relative ease using the vocabulary and syntax required for specific purposes.

(31) Low Advanced- Competent speaker of L2: all intermediate oral expression English skills plus shows a facility to use a variety of verb tenses, vocabulary and sentence structures to request and report inferential type information.

FACILITATING LANGUAGE ACQUISITION IN THE CLASSROOM

1. Create an environment that facilitates language learning.
 - Actively engage students in challenging learning activities.
 - Use interactive activities so ELL students talk with their peers and use academic English.
 - Use concrete, hands-on activities (and language) before more abstract (and language) activities.
 - Create an atmosphere in which ELL students feel safe in taking risks with both English and content.
2. Adjust teacher talk to increase comprehensibility.
 - Face the students.
 - Pause frequently.
 - Paraphrase often.
 - Clearly indicate the most important ideas and vocabulary through intonation or writing on the blackboard.
 - Avoid “asides”.
 - Avoid or clarify pronouns.
 - Use shorter sentences.
 - Use subject-verb-object word order.
 - Increase wait time for students to answer.
 - Focus on the student’s meaning, not grammar.
 - Avoid interpreting on a regular basis.
3. Support or scaffold ELL student language development.
 - Ask questions in simplified language.
 - Establish a pattern in the questions.
 - Ask for elaboration, “Tell me more about...”.
 - Be a good listener (eye contact, non-verbal support, plenty of time).
 - Provide encouragement to continue “Uh-huh. Really? What happened then?”.
 - Provide difficult words.
 - Ask for clarification, “I’m not sure I understand. Can you say it again?”.
 - Paraphrase what the student said.
 - Interaction is high.

WELLSBORO AREA SCHOOL DISTRICT

TITLE: E.S.L. Teacher

DATE OF APPROVAL: August 13, 2013

REPORTS TO: Building Principal/District Administration

JOB SUMMARY: Teach Communication Arts and social and academic language skills, as needed, to students whose primary language is not English, to prepare them for successful full inclusion in regular classroom settings.

PRIMARY DUTIES AND RESPONSIBILITIES:

1. Utilize appropriate teaching techniques and instructional material while assisting each student in developing personal levels of performance appropriate to the student's talent and learning styles.
2. Guide the learning process toward the achievement of curriculum goals and establish clear objectives for students within established timelines.
3. Evaluate student progress on a regular basis and encourage students to set and maintain standards of classroom behavior.
4. Develop and maintain a classroom environment conducive to effective learning and designed to meet graduation requirements.
5. Maintain compliance with discipline procedures and follow/enforce rules and regulations of the district.
6. Develop a systematic grading procedure according to the policies of the school and maintain neat and thorough records of student achievement.
7. Determine, in conjunction with the classroom teacher, which students qualify for gifted programming as well as other appropriate programs offered by the district.
8. Write E.S.L. individual plans to develop a program of study that meets the individual needs, interests, and abilities of the students, consulting regularly with classroom teachers to provide the best possible instruction.
9. Evaluate students' academic and social growth, maintaining appropriate records and preparing progress reports.
10. Maintain availability for students and parents for education related purposes outside the instructional day.
11. Transition students from their current English language proficiency level to meet exit goals. Annually administer ACCESS for ELLs to determine eligibility.

MARGINAL DUTIES AND RESPONSIBILITIES

1. Perform other duties as assigned by the District Administration.

QUALIFICATIONS: Bachelor degree in Education necessary
Pennsylvania teacher's certification required
Valid Instructional I, II certificate
Proper ESL certification
Knowledge of Public School Code
Submission of pre-employment medical examination (Section 148 of the Pennsylvania School Code)
Submission of a report of criminal history record from the Pennsylvania State Police (Section 111 of the Pennsylvania School Code) Nonresidents and Pennsylvania residents who have not resided in the Commonwealth for at least two years prior to the date of application for employment are required to obtain an FBI Criminal History Record
Submission of a clearance report from the Pennsylvania Department of Public Welfare in accordance with Act 151 of 1994
Submission of the Arrest/Conviction Report and Certification Form as required under Act 24 of 2011
Such alternatives to the above qualifications as the Board may find appropriate and acceptable

PHYSICAL DEMANDS: Ability to reach above and below the waist
Ability to use fingers to pick, feel and grasp objects
Some stooping, bending and twisting of the body required
Ability to lift and/or carry supplies and/or papers weighing no more than 20 lbs.
Ability to stand, walk, or move throughout the classroom for extended periods of time

SENSORY ABILITIES: Visual acuity
Auditory acuity

WORK ENVIRONMENT: Typical classroom environment
Subject to inside environmental conditions

TEMPERAMENT: Must possess excellent interpersonal skills
Able to make judgments and work under high level of stress

COGNITIVE ABILITY: Ability to communicate effectively
Ability to organize tasks
Ability to handle multiple tasks
Ability to exercise good judgment

SPECIFIC SKILLS: Must possess computer skills
Ability to operate various school/office equipment
Knowledge of student learning processes
Knowledge of stages of child development
Knowledge of student behavior management strategies
Ability to plan coherent and sequential lessons

(Reasonable accommodations may be made to enable a qualified individual with a disability or disabilities to perform the primary duties and responsibilities of the job.)

