ENGLISH LANGUAGE DEVELOPMENT (ELD)

Program Handbook
2020-2021

FACTS
Folk Arts-Cultural Treasures
Charter School

English Language Development Department

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ENGLISH LANGUAGE DEVELOPMENT PROGRAM HANDBOOK

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I. INTRODUCTION

Folk Arts-Cultural Treasures Charter School (FACTS) in Philadelphia is dedicated to meeting the needs of English learner (EL) students and their families. State and federal statutes, as well as FACTS's policies and mission, provide the basis and structure of the English Language Development (ELD) Program and the Middle School Stars Newcomer EL Program.

All of FACTS's instructional programs for ELs are framed by the following goals:

- To support EL students in becoming proficient in English, to develop intellectually and as citizens, and to enable them to achieve the expected learning outcomes of the FACTS school program, including the PA Core.
- Support for EL students requires attention to language proficiency, intellectual development, and citizenship. Such support should be provided in a school environment that values diversity, bridges cultures, honors language and works to counter racism.

This handbook outlines the processes and procedures that the FACTS ELD Department follows to maintain compliance with federal and state laws, policies, and guidelines, to facilitate EL student identification, instruction, assessment, reclassification, and monitoring, and to promote equity within the FACTS ELD Program.

A. Glossary of Terms

This handbook contains a number of terms specific to the field of English Language Development (ELD). This section provides definitions of these terms. These definitions are adapted from the District ELL Administrator/Coordinator Handbook published by the PDE and Center for Schools and Communities in 2018.

AMS – WIDA Assessment Management System. The system used by states and districts to manage ACCESS testing.

BEC – Basic Education Circular. State regulations promulgated under legislation. 22 Pa. Code §4.26 is the law governing the education of ELs in PA. The EL BEC provides a detailed interpretation of that law. Districts must adhere to all requirements outlined in the BEC.

DRC – Data Recognition Company. The vendor, contracted by the WIDA Consortium, that produced the ACCESS test materials, provides them to states and districts, scores ACCESS tests, and provides the resulting data and reports.

EL – English learner. This is the term used to describe the student. Formerly, the terms limited English proficient (LEP) and English language learner (ELL) were used.

ELD – English language development. Term used most often to describe the instructional content taught by ESL teachers.

ELDS – English language development standards. Standards used to develop ESL curriculum as well as the ACCESS for ELLs® annual ELP assessment. There are ELDS for the WIDA Consortium as well as PA-specific ELDS. The ACCESS test is aligned to the WIDA ELDS. Teachers must use the PA ELDS when

planning curriculum, instruction, and assessments. ELP – English language proficiency. The English language proficiency level of a student on the WIDA 1.0 – 6.0 scale. ELRS – English Learner Reporting System. This data system is used to collect narrative information about district/school LIEPs that cannot be collected in PIMS. It must be completed annually.

ELP – English language proficiency. The English language proficiency level of a student on the WIDA 1.0 – 6.0 scale.

ELRS – English Learner Reporting System. This data system is used to collect narrative information about district/ school LIEPs that cannot be collected in PIMS. It must be completed annually.

ESEA – [Elementary and Secondary Education Act](). This federal act is an extensive statute that funds primary and secondary education in the U.S. It emphasizes equal access to education and establishes high standards and accountability for states and schools.

ESL – English as a second language. This term normally refers to the teacher of ELs because the program specialist certificate contains the term ESL, although it can be used interchangeably with English language development (ELD) in many cases.

ESSA – [Every Student Succeeds Act](). The most recent update to the Elementary and Secondary Education Act. It was passed by Congress in 2015. See the [PA state consolidated plan]().

Exit/exit criteria – The terms formerly used to describe reclassification.

L1 – A student's first/native language.

L2 – An additional language spoken/understood by a student (usually referring to English).

LEA – Local education agency. The term used by the state to refer to school districts., charter schools, career and technical education schools, or any other entity responsible for the education of students in PA.

LIEP - Language Instruction Educational Program. This includes all components of the academic program for ELs (English language development, supports for content learning, and any additional/supplemental classes, courses, or services).

Newcomer program - A specially designed program for new immigrants to the U.S. who are English language learners in which students learn in special classes until they can be integrated into the mainstream. Teachers may or may not use the native language for instruction. They are most often found at upper elementary and secondary grade levels.

Parental refusal – A parent's act of refusing placement for their child in a specialized, separate course, setting, or program that is part of the LIEP.

PD – Professional Development

PDE – Pennsylvania Department of Education

PHLOTE – Primary home language other than English. This term is used to describe students who come from an environment where English is not the dominant language. All ELs are PHLOTE students, but not all PHLOTE students are ELs.

PIMS – Pennsylvania Information Management System. The statewide data system used to collect individual student information for the purposes of required federal and state reporting and data analysis. Data is provided to PIMS from local school district student information systems (SISs) throughout the school year.

Pull-out – An LIEP component in which ELs are pulled from other classes in order for an ESL professional to provide direct, stand-alone English language development instruction.

Push-in – An LIEP component in which an ESL professional provides direct ESL instruction to ELs in a general education classroom setting (normally during non-instructional time).

Reclassification – The act of determining that an EL has met the criteria for English proficiency and can be removed from active EL status. Students begin a two-year monitoring period immediately after reclassification.

Redesignation – The act of placing a monitored EL back to active EL status if the determination is made that the student has persistent language acquisition needs that are causing him/her to struggle academically.

Sheltered Instruction – An LIEP component that delivers language-rich, grade-level content area instruction in English in a manner that is comprehensible to English learners.

SIOP – Sheltered Instruction Observation Protocol. A research-based model of sheltered instruction that has been used across the U.S. The SIOP Model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency

SIS – Student information System. The information system used at the local school district level to collect student information, including demographic and enrollment information, schedules, attendance, grades, etc. Districts also use local SIS data to update to PIMS. If the SIS data in a district is incorrect or incomplete, then the data in PIMS will also be incorrect/incomplete.

B. ELD Program Mission Statement

FACTS is committed to meeting the needs of immigrant and refugee families and children. Immigrants in Philadelphia make up an increasing proportion of the population and have historically been a central constituency of FACTS's two founding organizations, Asian Americans United (AAU) and the Philadelphia Folklore Project (PFP).

The range of services required to meet the needs of immigrant children and families is vast and complex. Many students are unfamiliar with the Roman alphabet or with Western traditions, history, or lifestyle. ELD services must therefore include an orientation to American society as well as focus on the teaching of academic and social English. In many cases, trauma may be related to the immigrant experience, resulting in the need for teachers, administrators and staff to advocate for and provide students with emotional and counseling support to assist with their integration into school.

Some students, although born in the United States, require assistance because they use another language in their homes and are not yet able to fully access the school curriculum.

C. Definition of an EL Student

English learners (ELs) students are defined as students for whom English is not a primary or home language, and who may therefore require English Language Development (ELD) services in order to develop their individual academic and linguistic potential within our school. Some students speak variations of English that differ significantly from the English used in broader American society and in school. These students may also require ELD support.

D. ELD Program Goals

The goal of English Language Development (ELD) education is to assist EL students in becoming proficient in English, to develop intellectually and as citizens, and to enable them to achieve the expected learning outcomes of the general FACTS school program.

Support for EL students requires attention to language proficiency, intellectual development, and citizenship. At FACTS, such support is provided in a school environment that values diversity, bridges cultures, honors language and works to counter racism.

E. Principles of Learning

The same principles of learning apply to EL students as they do to all learners, namely:

- learning requires the active participation of the student
- learners learn in a variety of ways and at different rates
- learning is both an individual and a group process

The following principles reflect the underpinnings of the FACTS ELD program:

Principle	Research/Legal Basis
English language proficiency and knowledge of US mainstream culture are fundamental to the success of students in our school system and in our society.	Echevarria & Graves, 1998; DeCapua & Marshall, 2011; De Jong, 2012; Jones-Vo & Fairbairn, 2012
There are intellectual, educational, social, and economic benefits to maintaining a student's first language(s). The school therefore must respect and value an individual's first language(s) and culture, and recognize the importance of the continued use of the first language(s).	García & Kleifgen, 2010; Golash-Boza, 2005; González, Moll, & Amanti, 2005; Grosjean, 1982; Hakuta, 1986; Nieto, 2010; Portes & Rumbaut, 2001; Romaine, 1995; Wong Fillmore, 1991a, 1991b
Student learning is enhanced by judicious use of two or more languages when and where possible.	August & Hakuta, 1997; Bialystock, 2002; Collier, 1992; Cummins, 1980, 1981; García & Kleifgen, 2010
To facilitate learning, students should see their history, literature, and cultural experiences reflected in the classroom and curriculum.	Au, 1993; Campano, 2007; García & Kleifgen, 2010; González, Moll, & Amanti, 2005; Nieto, 2010

Students require both social and academic communicative competence to participate fully in educational opportunities. Academic communicative competence is more difficult to acquire and takes longer to achieve.	Brown, 2007; Chamot & O'Malley, 1994; Cummins, 1981, 1984, 1994; Egbert & Ernst-Slavit, 2010; García & Hamayan, 2006; Halliday, 1975; Halliday & Hasan, 1985; Schleppegrell, 2004
Equity of access to services, facilities, and resources must be provided for students for whom English is not a primary language.	*Lau v. Nichols* 1974

Principle	Research/Legal Basis
EL students who also have special needs require services to address both their language proficiency and their special learning needs.	Individuals with Disabilities Education Act (IDEA); PA Chapter 14 Regulations
Parents and guardians play a vital role in the education of their children by working in partnership with educators. Parental support is an important component of an EL student's education. Parents are encouraged to actively participate in the learning process.	(Delgado-Gaitán, 1992; González, Moll, & Amanti, 2005; Heath, 1983; Kreider, Caspe, Kennedy, & Weiss, 2007; Nieto, 2010)
Fundamental principles in reporting to parents and guardians apply to parents and guardians of EL students as well; effective reporting should recognize language and cultural differences.	(Civil Rights Act of 1964, Title VI)
ELD services must reflect current knowledge with regard to effective practices.	(*Casteñeda v. Pickard* 1978)
EL students must have equal access to all extracurricular activities.	(Civil Rights Act of 1964, Title VI & Title VII; Equal Educational Opportunities Act 1974; *Lau v. Nichols,* 1974; Office of Civil Rights Memo, 1970)

F. Focus on the Learner

Students for whom English is not a primary language vary substantially in their needs for service. Some of the variables which account for this include the student's personality, temperament, preferred learning styles, proficiency and literacy in the first language, the level of prior exposure to English, the age of the student, previous schooling experience, the student's cultural and emotional contexts, and the demands of the curriculum. These individual differences must be reflected in the services that the student receives.

G. Planning for English Learners

Planning for English learners (ELs) must ensure the integration into the general school program as soon as feasible to achieve the expected learning outcomes of the FACTS standards-based curriculum. ELs must follow FACTS's standards-based curriculum and may require specific accommodations to support their level of English language proficiency and prior educational and cultural experiences.

Based on the assessed language needs of the EL student, a determination must be made as to which instructional goals can reasonably be met in the current school year.

FACTS offers two ELD program models: 1) Mixed Classes with English Support; and 2) EL Specific Instruction. In the Mixed Classes with English Support model, EL students are integrated into the general classroom. The ELD teacher collaborates with the classroom teacher, and if applicable, the special education teacher to provide English language instruction and support for EL students. The FACTS Middle School Newcomer EL Program is a specially designed program for students who are new to learning English and new to U.S. schools. Students in this program receive sheltered content and language instruction delivered by content-certified ELD teachers. If students in this program have an IEP, they also receive the appropriate special education services.

Across both program models, instruction is differentiated to meet the EL student's content and language needs. To differentiate, FACTS may adapt instruction and assessment and provide more time and/or adapt educational materials to give ELs the greatest opportunity possible to achieve the learning outcomes of the school curriculum. Where EL students cannot demonstrate their learning in relation to the expected outcomes of the curriculum, FACTS must ensure that appropriate ELD services, including targeted English language instruction, are provided. The instruction of EL students is a professional responsibility shared across ELD teachers, classroom teachers, and when applicable, special education teachers.

II. STATUTES, POLICIES, AND LEGAL REQUIREMENTS

A. Federal Laws, State Laws, and FACTS Policies

The following federal and state statutes and policies form the basis of the Folk Arts-Cultural Treasures Charter School's English Language Development (ELD) program.

1. Federal Policies

Title VI of the Civil Rights Act of 1964 Title VI, 42 U.S.C. § 2000d et seq., was enacted as part of the landmark Civil Rights Act of 1964. It prohibits discrimination on the basis of race, color, and national origin by any program or activity receiving federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a student's limited proficiency in English. Further information about [Title VI of the Civil Rights Act of 1964](#)

Lau v. Nichols (1974) The U.S. Supreme Court affirmed the need for school districts to take steps to help limited-English proficient (LEP) students overcome language barriers and to ensure that they can participate meaningfully in the district's educational programs. The Court ruled that school districts must provide special services to English Learners (ELs) so that they have equal educational opportunity. ELs need language programs that allow them to progress academically while they are acquiring English language skills. There are several different program models; however, all include both academic content and English language development. Further information about [Lau v. Nichols](#)

Castañeda v. Pickard (1981) Castañeda requires programs that educate children with limited English proficiency to be: i. Based on a sound educational theory; ii. Adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and iii. Periodically evaluated and, if necessary, revised Further information about [Castañeda v. Pickard](#)

Plyler v. Doe (1982) The U.S. Supreme Court ruled that the Equal Protection Clause of the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant children. Public schools and school personnel are prohibited from adopting policies or taking actions that would deny students access to education based on their immigration status. Further information about [Plyler v. Doe](#)

Every Student Succeeds Act (2017) The ESSA recognizes the unique needs of ELs, including by acknowledging the heterogeneity within the EL subgroup (e.g., recognizing separate groups of ELs such as English learners with disabilities, recently arrived ELs, and long-term ELs). It moves several provisions relevant to ELs (e.g., accountability for performance on the English language proficiency assessment) from Title III, Part A of the ESEA as amended by the ESSA (Title III) to Title I, Part A (Title I) of the ESEA. Further information about [ESSA](#)

2. State Policies

Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations The development and implementation of an instructional program designed to promote language growth and proficiency as well as academic achievement for English learners is the responsibility of every local education agency

in the Commonwealth. Interpretations and guidelines are outlined in the Basic Education Circular (BEC). Further information about [Title 22, Chapter 4, Section 4.26](#)

B. EL Identification and Program Enrollment

1. Home Language Survey (HLS)

The Civil Rights Act of 1964, Title VI, Language Minority Compliance Procedures, requires school districts/charter schools to identify English Learners (ELs). The Pennsylvania Department of Education has selected the Home Language Survey (HLS) as the initial tool to identify students who require screening to determine language proficiency in English, and to gather information about the languages spoken by the student's family. The HLS must be given to all students upon enrollment at FACTS. The HLS remains in the student's permanent record file through the student's graduation.

The FACTS HLS is available in Arabic, Chinese, Spanish, Vietnamese, and Indonesian. Oral translation of the HLS document into other languages is available during registration and provided by FACTS's in-house staff and/or Pacific Interpreters, a phone interpretation service. The HLS asks about the student's schooling history, proficiency in English, additional languages or dialects that the student speaks and their corresponding proficiency levels, the languages and dialects spoken in the home, the languages/dialects spoken by the student's mother, father and/or legal guardian(s), and the dominant languages/dialects of any other adults with whom the student frequently communicates outside of school.

2. EL Identification Procedures

If a student's completed Home Language Survey indicates a language other than, or in addition to, English spoken in the home, an ELD professional will follow the following procedures:

1. Call the student's family to conduct the Family Interview portion (Step 2) of the "English Learner Identification Procedure Form". If it is determined that the student has a Primary Home Language Other Than English (PHLOTE), the ELD teacher or ELD Coordinator will continue with the identification procedures.

2. Check if the student has an IEP or is suspected of having a disability.

3. Conduct a review of the student's academic records from previous schooling, if available. The ELD professional looks for evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence can include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples.

4. If the academic records are not available or they do not contain reasonable evidence of English proficiency, **the ELD professional will screen the student for English language proficiency using the K MODEL or WIDA Screener English language proficiency assessment**.

3. Screening

Once the ELD professional determines that a student must be screened for English language proficiency, they will administer the K MODEL or the WIDA Screener to the student. The K MODEL is designed for kindergarten students. The WIDA Screener is comprised of tests for the following grade-level clusters: grade 1, grades 2-3, grades 4-5, grades 6-8.

Per WIDA guidance, students in the first semester of the first year in a grade-level cluster should be administered a lower grade cluster form. For example, a student in the first semester of sixth grade, should take the 4-5 grade cluster form. To determine the appropriate grade cluster test to administer to a student, refer to the chart below.

Student Grade Level	September-January Administer Grade Cluster	February-June Administer Grade Cluster
K	K MODEL	K MODEL
1	K MODEL	1
2	1	2-3
3	2-3	2-3
4	2-3	4-5
5	4-5	4-5
6	4-5	6-8
7	6-8	6-8
8	6-8	6-8

The WIDA Screener is an English language proficiency assessment given to incoming students in Grades 1-12 to assist educators with the identification of students as English language learners (ELLs). The purpose of this assessment is to help educators make decisions about whether a student is a candidate for English language support services. The WIDA Screener is a flexible, on-demand language proficiency assessment and is available as either a paper-based or online assessment. Both WIDA Screener Paper and WIDA Screener Online assess the four language domains of listening, speaking, reading, and writing.

The criteria for a student to be identified as an EL are based on the information in the table below:

	Screener	Criteria for identification as an EL
Kindergarten	K MODEL	*1st semester K: **Assess all 4 domains*** Oral language composite **below 5.0** *(Use literacy scores to inform instruction)* *2nd semester K: **Assess all 4 domains*** Overall composite proficiency level **below 5.0** **AND** Literacy composite below 4.2
Grades 1-8	WIDA Screener	Overall composite proficiency level **below 5.0**

The results of the K MODEL/WIDA Screener are entered into the appropriate grade level ELD teacher's EL student database. Based on their English language proficiency test results, if the student does not qualify to be identified as an EL, their name and test results are added to the PHLOTE list. The ELD Coordinator references the updated database to enter the student's screener results in the FACTS student database.

The ELD Coordinator designates the student as "Current EL – LIFE", "Current EL – Not LIFE", or Never EL in the FACTS student database. The acronym "LIFE" stands for Limited or Interrupted Formal Education. The LIFE designation is determined during the Family Interview portion of the EL Identification Procedures.

Students who are identified as requiring English language proficiency testing must be screened within the first 30 days of school. If the student enrolls at FACTS after the first day of school, the student must be screened within 14 days of enrollment.

4. Primary Home Language Other Than English (PHLOTE) List
The Commonwealth of Pennsylvania requires that schools keep a Primary Home Language Other Than English (PHLOTE) list so that schools may ensure all families have language access through appropriate translation and interpretation. Information gathered from the Home Language Survey aids school staff in identifying which students should be considered PHLOTEs.

The FACTS PHLOTE list is kept in the FACTS Student Information System and is maintained by the ELD Coordinator. It contains the following information: 1) student name; 2) student ID number; 3) country of origin; 4) preferred language for written communications; 5) preferred language for verbal communications; and EL status (yes, no, exited EL, etc.).

All EL students are PHLOTES. However, all PHLOTES are not necessarily ELs.

5. Parent Notification
After the student's English language proficiency has been assessed using the WIDA Screener or KN MODEL, the ELD teacher sends a parent notification letter to the student's parent/guardian. The parent notification letter notifies the family of their child's test result and their eligibility or ineligibility for ELD services. When possible, these letters are translated into the family's home language. If FACTS unable to translate the notification letter into the family's home language, an ELD teacher notifies the parent/guardian through the phone interpretation service.

6. EL Student File Maintenance
All students' English language proficiency assessment results are entered into the ELD program's electronic database. EL student files are housed in the ELD classrooms. A separate PHLOTE or EL-designated folder is maintained in the student's cumulative file located in the main office. ELD teachers are responsible for maintaining EL student files in their classroom and in the main office.

EL student files contain the following documents:

- Copy of the Home Language Survey
- Completed English Learner Identification Procedure Grades K-12 Form
- Results of the student's English language proficiency screener (K MODEL/WIDA Screener)
- Parental Notification Letter
- WIDA ACCESS for ELs 2.0 Individual Student Report
- EL student report cards
- Student work samples (ELD classroom file only)

III. English Language Proficiency Standards & Levels

A. PA English Language Development Standards (PA ELDS)

The PA English Language Development Standards (PA ELDS) Framework is designed to help educators effectively differentiate instruction and assessment across content areas for ELs at varying levels of English language proficiency (ELP). The framework incorporates the acquisition of social and academic language across development levels and the incremental demands of language through various grade levels. Standards include students receptive (reading and listening) and productive (writing and speaking) skills. FACTS ELD teachers and content teachers work together to incorporate the PA ELDS into content instruction.

Pennsylvania English Language Development Standards

Standard 1. English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Standard 2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Standard 3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Standard 4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Standard 5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

B. Four Language Domains

Each of the five English language development standards encompasses four language domains: listening, speaking, reading, and writing. The language domains reflect the modality of communication that is further delineated by the language proficiency levels and their model performance indicators. The definitions of the language domains are as follows:

1. Listening – process, understand, interpret, and evaluate spoken language in a variety of situations

2. Speaking – engage in oral communication in a variety of situations for an array of purposes and audiences

3. Reading – process, interpret, and evaluate written language, symbols and text with understanding and fluency

4. Writing – engage in written communication in a variety of forms for an array of purposes and audiences

C. Proficiency Levels

The five language proficiency levels outline the typical progression of language development implied in the acquisition of English as an additional language from Entering (Level 1) to Bridging (Level 5). Level 6, indicated in the image below, represents native-like English proficiency.
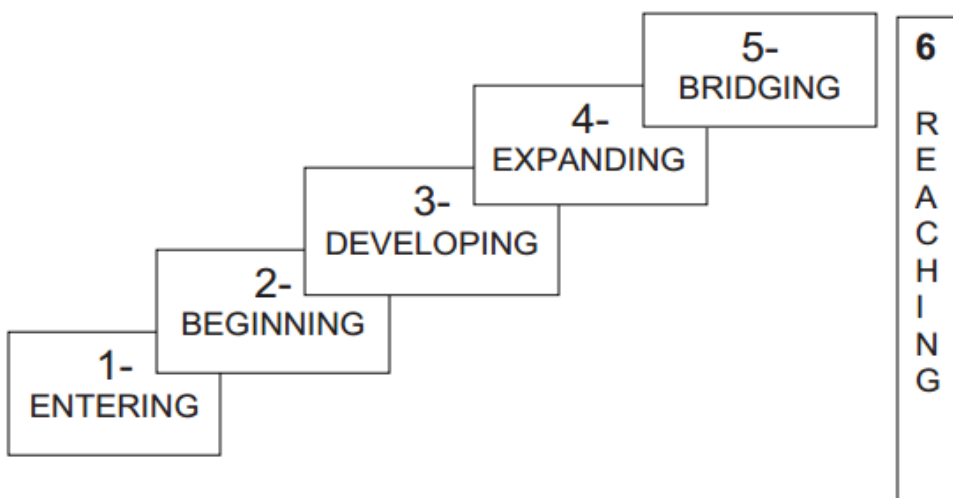
All students who participate in the FACTS ELD Program have a documented level of English Language Proficiency (ELP) in listening, speaking, reading and writing. Each student's English proficiency level is determined by the K MODEL or WIDA Screener-- initial placement tests used to screen students for participation in an ELD program--or the annual administration of the ACCESS for ELs assessment, which measures each student's English Language Development (ELD).

Based on the student's performance on a language proficiency assessment, they will be assigned one of the following WIDA English language proficiency levels:

Level 1 *Entering* Student does yet not understand enough oral and written language to perform in English.

Level 2 *Emerging* Student is able to produce isolated words and may be able to understand visual universal symbols and graphics associated with text in English during academic content instruction. Listening and speaking skills are limited in both social and academic language.

Level 3 *Developing* Student uses single words and/or simple phrases to communicate basic content area concepts in English; is able to read and write simple phrases. Oral skills are more developed than reading and writing skills in both social and academic language.

Level 4 *Expanding* Student is becoming comfortable with social language and with routine academic language functions; usually understands English texts in subject areas quite accurately when

structures and topics are familiar; and is able to understand and respond to reading and express ideas in writing with some errors in writing conventions.

Level 5 *Bridging* Student is able to speak English with fluency and use some figurative language and idiomatic expressions; can read a variety of grade-appropriate English texts in subject areas with considerable comprehension and speed; and shows an understanding of sentence structure and close to grade-appropriate composition skills.

Level 6 *Reaching* Student is able to use specialized or technical language reflective of the content areas at grade level; applies a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written communication in English comparable to English-proficient peers.

D. WIDA *Can Do Descriptors*

The WIDA *Can Do Descriptors* are examples of the expectations for ELs in each of the four language domains and five levels of English language proficiency. For downloadable copies of the Can Do Descriptors visit: WIDA Can Do Descriptors

The descriptors can be used to plan lessons and assessments appropriate to student's language proficiency level, identify student needs, and monitor progress. ELD teachers distribute copies of the *Can Do Descriptors* to classroom teachers at the beginning of the school year, along with students' ACCESS for ELs 2.0 score reports, to give teachers a basic overview of students' listening, speaking, reading, and writing proficiency levels.

In February 2016, WIDA released the *WIDA Can Do Descriptors, Key Uses Edition*. The framework supports the planning for the implementation of the WIDA Language Development Standards. The Key Uses Edition includes examples of academic language for four communicative purposes or "key uses." The "key uses" are aligned with college and career readiness and include:

Recount: To display knowledge or narrate experiences or events. Example tasks that include the Key Use of Recount include producing information reports, biographies, historical accounts, lab reports, research papers and personal narratives.

Explain: To clarify the "why" or the "how" of ideas, actions, or phenomena. Example tasks that include the Key Use of Explain include presentations, classroom discussions and various projects and research papers examining and demonstrating understanding of relationships, causes and effects of events, components of systems, and natural or historic phenomena.

Argue: To persuade by making claims supported by evidence. Example tasks that include the Key Use of Argue include debates, oral presentations defending 16 points of view, creating persuasive texts, editorials, critiques, opinion pieces and scientific argumentations.

Discuss: To interact with others to build meaning and share knowledge. Example tasks that include the Key Use of Discuss include participating in academic conversations on various topics, small or large group activities and projects.

IV. Language Instruction Educational Programs (LIEPs)

A. Overview

FACTS is required to thoughtfully and deliberately plan, resource, and evaluate its Language Instruction Education Program (LIEP). The FACTS LIEP is designed to teach English Learners (ELs) academic and social language skills, as well as the cultural aspects of the English language necessary to succeed in an academic environment. The program involves careful attention to developing ELs' skills in listening, speaking, reading, and writing through grade-level appropriate content. The FACTS LIEP provides a rigorous learning environment that is research-based and student-centered. The FACTS LIEP curriculum is aligned to Pennsylvania's Department of Education's English Language Development (ELD) Standards and Pennsylvania's Core State Standards for English Language Arts (ELA), Mathematics, Social Studies, and Science.

Teaching ELs is a shared responsibility between the ELD teacher, classroom teacher, and, if applicable, the Special Education teacher. ELD instruction is provided by both ELD and non-ELD teachers.

B. English Language Development – Grades K-8

At FACTS, EL students across grades K-8, who are designated at the WIDA English language proficiency levels of Entering (1.0), Beginning (2.0), and at the early stages of Developing (3.0), as necessary, receive intensive ELD instruction through a combination of pull-out, push-in, and co-taught instruction. The goal of ELD instruction at these stages is to help them acclimate to FACTS's social and academic environment, and to facilitate their acquisition of social and academic language and understanding of cultural norms.

Students who are designated at the English language proficiency stages of Developing, Expanding, and Bridging (3.0 and above) receive ELD instruction through a combination of push-in, pull-out, and co-taught instruction. At these stages there is a stronger focus on academic language development, as students have generally already acquired an understanding of social language and cultural norms.

For EL students at all proficiency levels, the ELD teacher and classroom teacher communicate regularly to collaboratively plan content and language instruction and to monitor EL students' strengths, needs, and progress. ELD teachers work to tailor instruction to EL students' language learning needs, as indicated by their language proficiency assessment scores, academic performance, and anecdotal evidence collected by both classroom and ELD teachers.

C. Middle School Stars Newcomer Program (Sheltered Instruction) – Grades 6-8

The FACTS English Learner (EL) Newcomer Program, Middle School Stars, is specially designed to support students in grades 6-8 who are new to U.S. schools and are beginning English learners. Middle School EL newcomer students learn grade-level English language arts, math, science, social studies, and academic and social English language from teachers trained to support newcomers and beginning English learners. Students participate in specials (physical education, music, art, Chinese) and folk arts ensembles. The goal of the Middle School Stars Newcomer Program is to support students in quickly acquiring social, cultural and academic language and content knowledge, to prepare them to transition into the general education classroom.

VI. Reclassification Criteria and Monitoring Former ELs

A. Reclassification Criteria

According to PDE, districts must employ uniform procedures in accordance with state requirements for reclassifying English learners (ELs) as former ELs (FELs) when they attain proficiency. This section outlines the procedures and rules for doing so. The appendices referenced in this section can be referenced PDE-issued document entitled, *State required Reclassification, Monitoring, and Re-designation of English Learners (ELs)*.

An EL student 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, WIDA ACCESS for ELLs, and gathered by teachers using standardized language use inventories (Appendix A).

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. When the process is completed use Appendix D to record the results.

Two language use inventories must be completed. The student's ELD teacher must complete one of the inventories. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ELD teacher cannot complete an inventory (e.g. students whose parents have refused services), both inventories may be completed by content teachers or teams of teachers. **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.

FACTS adheres to the following procedures when considering EL students for reclassification:

Reclassification Task	Description	Who's Responsible
Complete Language Use Inventories	Two separate inventories must be completed by the student's ELD teacher **AND** one, or each of their content teachers. (If more than one content teacher is involved, the team of content teachers should submit a single, jointly completed inventory)	● Student's ELD Teacher ● One of the student's content teachers **OR** the team of content teachers
Review and Approve Student Reclassification	Review reclassification packet, ask teachers follow-up questions when necessary, make the final decision on whether the student is ready to be reclassified.	● ELD Coordinator
Train staff to use rubrics and evaluate students' language use	Meet with ELD and content teachers to train them to use language use inventories and rubrics.	● ELD Coordinator
Support teachers in completing the language use inventories	Set dates for trainings and due dates for language use inventories to be submitted.	● ELD Coordinator
Determine students who are eligible to be considered for reclassification based on their WIDA scores	ELD Teachers and the ELD Coordinator review WIDA ACCESS for ELs 2.0 scores	● ELD Teachers ● ELD Coordinator

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

<u>**Threshold for Reclassification: 10.5**</u>

PDE allows for EL students to be considered for reclassification when they achieve a 4.5 or above. To ensure that students have acquired the academic language necessary to be successful in the general education classroom without ELD support, **FACTS will consider students for reclassification if they earn an ACCESS Proficiency Level Score of 4.8 or above.** Students who earn a 4.5-4.7 will be considered for reclassification *only* if the ELD teacher has evidence that the ACCESS score does not truly reflect the student's high level of language proficiency.

When the student's reclassification score is equal to or greater than the cutoff, then they *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 student will retain their EL status.

For students with ACCESS Proficiency Level Scores of <u>4.8-4.9</u>: ELD Teachers, in collaboration with the ELD Coordinator, may use their discretion when making the decision to move students who achieve ACCESS Proficiency Level Scores of 4.8-4.9 through the reclassification process. This is particularly true if the teacher has evidence that the student requires continued English language support and is

unlikely to acquire the points necessary on both teacher rubrics to reach the 10.5 point threshold for reclassification.

B. ELs with Disabilities and Reclassification

An EL with a disability may be considered for reclassification if they meet each of the following criteria:

1. The student has an IEP, **AND**
2. The student has been continuously enrolled in an ELD/bilingual education program <u>for at least four years</u>, **AND**
3. The student's overall composite proficiency level score on the ACCESS for ELLs has not increased by more than 10% at any point or total over the three most recent testing cycles, **AND**
4. The IEP team, with input from an ELD/bilingual education professional, recommends reclassification.
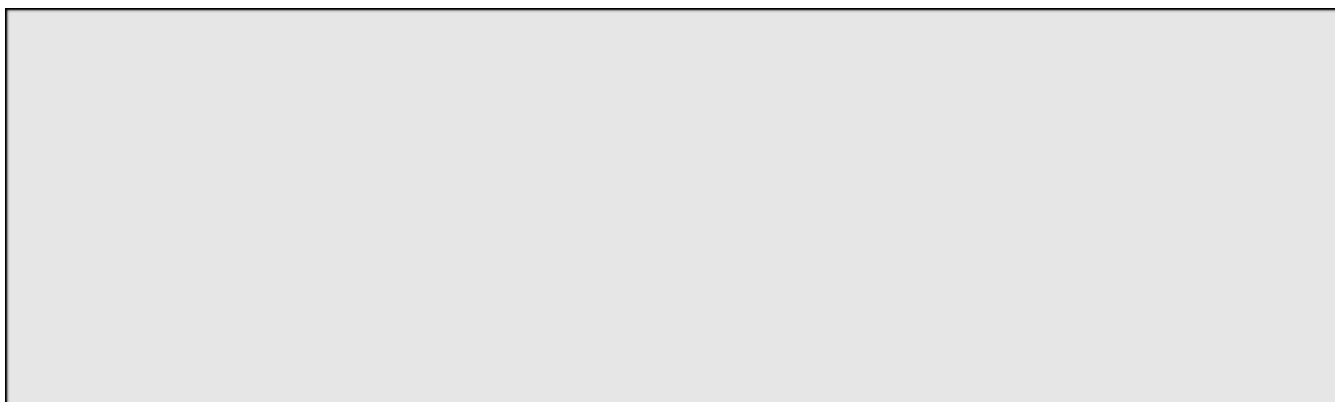
To calculate the percent difference between scores, use the following formula:

ΔSS / SS1 (100) = % change

ΔSS: Difference between the scale score from year one and year two (or year one and year three)

SS1: Scale score from year 1

Example: A student scores 4.3 last year and 4.5 this year (or scored 4.3 in year 1 and 4.5 in year 3). The percent difference is (.2/4.3)100, which is 4.65%.

ELs with Disabilities (taking the Alternate ACCESS for ELLS) ELs who are eligible for and take the Alternate ACCESS for ELLs may be considered for reclassification when:

1. The student achieves 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 ELD/bilingual education professional, recommends reclassification.

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 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.

C. Monitoring Former ELs

In accordance with state requirements, FACTS actively monitors the progress of former ELs (FELs) for a period of three years after reclassification and reports FELs to the state for an additional year (total of four years of monitoring status).

In the first three years after reclassification, also known as the active-monitoring period, FACTS ELD teachers, in cooperation with classroom teachers, ensure that ELs do not struggle academically as a result of persistent language barriers. To do this, FACTS ELD teachers, in conjunction with the classroom teacher(s) and ELD coordinator, actively monitor students' progress and achievement in the general academic program delivered without specialized, planned language supports.

FACTS's process for monitoring FELs includes tracking student progress in all core academic classes and soliciting feedback from core academic teachers at the end of each marking period, for a total of three times per year. Further, ELD teachers review FELs' PSSA results and document any special services that they receive, and whether any ELD strategies were implemented to support the student over the course of the school year. In the additional monitoring period – the fourth year after reclassification, FACTS continues reporting FELs to the state in PIMS. 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.

D. Redesignating Former ELs

If it is determined during the active monitoring phase that an EL is struggling academically as a result of persistent language barriers, then FACTS may initiate a process to re-designate that former EL as an active EL and re-enroll the student in the LIEP. The ELD coordinator, ELD teacher, classroom teacher(s) and principal will meet to verify that the student is struggling as a result of persistent language acquisition needs and not academic needs that require academic supports and/or interventions. FELs who have been re-designated as active ELs must meet the state-required WIDA Screener results criteria to be reclassified as FELs. In cases such as these, the monitoring process starts over from year 1 upon the second reclassification.

VII. FACTS Policies and Procedures for ELs

A. Program Duration and Student Support

FACTS requires that EL students be enrolled and participate in the ELD program until the student achieves a level of English language proficiency that meets State-mandated exit criteria. Pennsylvania Department of Education requires that schools are kept accountable for student outcomes and therefore should strive to exit their ELs within six (6) years. Students with intermediate to advanced English proficiency should be exited in less than six (6) years, as it is assumed that they would need less time to achieve English proficiency. However, FACTS understands that a variety of factors influence the language acquisition process and that each student acquires language at different rates.

B. Grading Guidelines for ELs

All teachers are required to differentiate instruction and assessment to align with the WIDA Can Do Descriptors that coincide with the ELD levels of their EL students. Per the *Educating English Learners BEC* issued by PDE, FACTS is required to utilize the same grading system for ELs in content courses as is used for all students.

Additionally, FACTS follows the guidelines outlined below for grading all ELs:

- ELs must receive modified and adapted instruction and assessment based on the WIDA Can Do Descriptors aligned with student's grade level and proficiency level.
- ELs' grades may only be based on assessment measures that have been adapted to accommodate the language-specific needs of EL students and may not be based on assessment measures designed exclusively for use by native speakers of English unless those measures match the Can Do Descriptors for students' levels.
- ELs should not receive failing grades based only on their inability to speak English. No EL student can be issued a grade of a D or an F unless the teacher can provide documentation in the following areas:
  - The teacher has modified instruction and assessment to be in alignment with the Can Do Descriptors appropriate for the student's English language proficiency level
  - The student has not made a reasonable effort despite appropriate accommodations
  - On-going consultation has been made by the content teacher with the ELD teacher regarding the suitability of assessments and modified instructional strategies as they relate to students' levels of language development.
  - The family has been contacted and notified of the student's academic performance in their preferred language and mode of communication.

The only exception is for students who have been enrolled for a period of less than 15 school days of a marking period, in which case, the student can receive a mark of NG ("No Grade").

If an EL teacher or content/grade teacher assigns a "D" or an "F" to an EL in any subject area, the teacher must submit documentation for the student to the principal and ELD coordinator prior to giving the failing mark. Documentation should include supports provided to the student, including evidence of modified and differentiated instruction, modified and differentiated assessments, interventions, and RtI. The documentation must prove that language was not the reason for the failing mark.

If ELs are not meeting with success, it is critical that they be engaged in the RtI process. Monitoring of EL grades is the responsibility of the ELD Teacher and/or ELD Coordinator.

C. Reporting the English Learner's Progress

All FACTS EL students receive an ELD program report card in addition to the grade level report card each marking period. The ELD report card is a progress report that contains information describing what the student is capable of in each language domain (Listening, Speaking, Reading, and Writing), areas in which they require further attention or development, and ways of supporting them in their future learning. The ELD program report card is based on the WIDA English Language Development framework and complements the annual WIDA ACCESS parent report. Parents/guardians must be informed of their child's English language proficiency and progress annually.

When the ELD teacher is responsible for providing some portion of the EL student's educational program, they must be in on-going conversation with the classroom teacher regarding the student's progress and final grade.

D. Guidelines for Annual Assessment and School-Wide Assessments

The annual state English language proficiency (ELP) assessment, WIDA ACCESS for ELLs, is required by state law. The results of the state ELP assessment are used to measure students' English language proficiency and progress in each of the four language domains (i.e., reading, writing, speaking and listening/comprehension). FACTS must maintain these score results as part of the student's permanent record. All testing takes place within the PA-specific testing window.

There is no provision that allows parents to opt their children out of annual English Language Proficiency testing. ELs participate in all other annual state-required assessments (e.g. PSSA) according to those testing guidelines.

E. Planning for an Implementing ACCESS for ELLs 2.0 Testing

The ELD Coordinator, in collaboration with the School Testing Coordinator (STC), is responsible for planning for and coordinating annual WIDA ACCESS for ELLs 2.0 testing. The ELD Coordinator completes all necessary test administrator and testing coordinator trainings, generates the testing materials order, creates testing schedules, and reviews all student testing accommodations. The ELD Coordinator works with the principal, technology manager, STC, and ELD team to ensure that each EL student is tested in each of the four language domains within the designated testing window.

The following table illustrates the responsibilities of these groups:

ELD Coordinator collaborates with:	Roles	Timeline
Principal	• Communicate importance of ACCESS for ELLs testing to staff • Communicate testing schedule to staff (testing schedule provided to the Principal by the ELD Coordinator)	November-February
Technology Manager	• Ensure DRC software is uploaded to computers in computer lab • Order (if necessary) and install headsets • Communicate with DRC for technical support as necessary	November-February
School Testing Coordinator	• Upload EL student information in WIDA AMS • Create test sessions in WIDA AMS • Inventory tests and apply labels to booklets • Print and distribute testing tickets • Secure test materials • Inventory test materials to be returned to DRC • Support test administration	November-February
ELD Coordinator	• Place WIDA materials order • Complete WIDA ACCESS for ELLs trainings and review all communications and manuals regarding policies, procedures, and PA-specific testing information • Ensure ELD Team completes trainings • Collect Test Administrator certificates from all test administrators • Collect completed Test Administrator Non-Disclosure Agreements • Review all testing accommodations • Train teachers in how to administer testing accommodations • Create testing schedule • Book computer lab for testing dates • Administer and monitor testing sessions • Schedule make-up test sessions • Ensure all EL students are tested	September-February
ELD Team	• Complete WIDA ACCESS for ELLs Test Administrator training for all assessments to be administered • Complete Non-Disclosure Agreement • Meet with special education teachers to determine appropriate testing accommodations for dual-identified students • Communicate testing schedules to classroom teachers	November-February

	● Administer and monitor testing sessions ● Return all testing materials at the end of each testing session to STC for secure storage	

F. Testing Accommodations for ELs

All dual-identified EL/SPED students are eligible to receive allowable testing accommodations to support their specific learning needs. The ELD teacher and Special Education teacher will meet prior to the WIDA ACCESS for ELLs 2.0 testing window to collaboratively determine students' accommodations. All testing accommodations are reviewed by the ELD Coordinator and added to the student's IEP by the Special Education teacher. Allowable testing accommodations on the WIDA ACCESS for ELs are published annually by the WIDA Consortium.

Visit the PDE Assessment and Accountability webpage for information on testing and testing accommodations.

Visit the WIDA Assessment webpage for information on testing and testing accommodations for the ACCESS for ELLs.

G. Promotion and Retention Policy for ELs

An EL student may not be retained in a grade based solely on his/her English language proficiency. FACTS must provide evidence that all appropriate modifications and accommodations to instruction and assessment, aligned to the student's English language proficiency to allow the student meaningful access to the general curriculum and to promote English language learning were implemented and documented over time prior to considering grade retention.

The decision to retain a child must be a team decision. The team can include, but is not limited to, content teacher(s), ELD teacher, Special Education teacher (if applicable), ELD coordinator, principal, parent/guardian, and, depending on their age, the student.

Federal law is very clear that no EL be retained when language is the reason for the retention. Retention of an EL shall not be based solely upon the level of English language proficiency (Section I, Part G, guidelines to satisfy legal requirements of Lau v. Nichols).

Lau vs Nichols Equity of Educational Opportunity is not achieved by merely providing all students with "the same facilities, textbooks, teachers and curriculum; (because) students who do not understand English are effectively foreclosed from any meaningful education." All English learners are entitled to equal access to the core curriculum and the curriculum must be made comprehensible to ELs.

1983 Office of Civil Rights "It is our policy to find a violation of the Civil Rights Act of 1964 if Limited English Proficient students are retained grade for failure to demonstrate basic skills in English."

Prior to considering retention for an EL, the questions outlined in the following checklist must be addressed in consultation with the ELD coordinator and ELD teacher. **The principal shall maintain the final authority regarding promotion**, taking into account the promotion requirements, federal law,

individual student progress, any prior retention, student age, recommendations from the team, as well as any documentation provided by the team.

EL Student Retention Checklist

To be completed by the ELD teacher, EL Coordinator, Classroom Teacher, and if applicable, the Special Education Teacher.

Question	Response
Has the student's level of English language proficiency been assessed and discussed with content teachers?	
Have the results of any previous assessments or documents, such as report cards from the child's native country been obtained and reviewed?	
Has the team analyzed the student's WIDA composite scale score gains using the WIDA's individual growth chart as a reference?	
How long has the student been enrolled in a school in the United States?	
To ensure meaningful participation, are classroom modifications being made in the areas of teacher lesson delivery, assignments, homework, and formative/ summative assessments?	
Has sample work been collected and reviewed by the team?	
Are the modifications provided and documented in work samples? Is it evident in all content areas?	
Have the interventions been well documented?	
Is there a possibility that the child's problems are the result of incomplete adaptation to the school environment?	
Has the child's formal schooling experience been continuous or interrupted in their country of origin and/or the US?	
How much targeted English language development instruction is the student currently receiving?	
How much targeted English language development instruction did the student receive in the past?	
Would the child benefit from increased targeted language support?	
Have realistic and appropriate goals been developed based on the child's current English proficiency level and the most current research on second language acquisition?	
Has the child made progress in language development?	
If the EL also has an IEP, are the IEP goals being met?	
If the EL also has an IEP, have the Special Education supervisor and teacher been included in the team discussion?	

*If any of the above points has not been addressed, retention is **not** appropriate. Retention of an EL will not facilitate English language acquisition.*

H. RtI for ELs

In Pennsylvania, ELD instruction is considered **core instruction**, not an intervention. This means that all ELs should be included in the RtI framework as Tier I students, rather than being placed in Tier II interventions because of the level of their English language proficiency.

It is imperative that an ELD teacher or the ELD coordinator be part of the school's RtI team. The ELD team is an important resource for developing a comprehensive approach to making instructional decisions. These decisions should be based on formative and summative assessment data that reflect the student's progress in attaining English language proficiency while meeting content standards.

The RtI pyramid for ELs should look much like the model for all students, with the majority of students at Tier I, and a few students needing more intensive support at Tiers II and III.

I. Support for Long-Term ELs

Under the Every Student Succeeds Act of 2015 (ESSA), ELs are expected to attain English language proficiency and transition to full participation in the general education program without the support of an ELD teacher **within five years** of entry into an ELD program. FACTS recognizes the extensive body of second language acquisition research that shows that the language acquisition process is unique to each student. Some of the personal factors that can influence language acquisition include prior schooling, literacy in the home language, family circumstances, personality traits, cultural norms, motivation, among others. FACTS also recognizes the importance of a strong school-wide ELD program and collaboration with general education and special education teachers to support students in acquiring English language proficiency.

Students who do not exit the ELD program within 5 years of entry will receive supports that may include, but are not limited to:

- Differentiated, intensified, and/or direct instruction
- Intervention provided through RtI
- Native language supports
- Access to digital applications that support language acquisition and academic literacy development

VII. Data Collection and Management

A. EL Student Folders

As required by the Pennsylvania Department of Education, ELD teachers must maintain an EL student folder for each student who is on their caseload and classified as an EL. FACTS maintains the following ELD student files:

MAIN OFFICE EL STUDENT FOLDER:
- A copy of WIDA Screener Test Results (new students only)
- EL Parent Notification Letter (each school year)
- WIDA ACCESS score report (each school year)
- ELD report cards (each school year)
- EL Student Identification Packet
- Home Language Survey

ANNUAL EL STUDENT FILE (in ELD classroom):

- EL Parent Notification Letter
- ELD report card (File at the end of a school year.)
- WIDA ACCESS score report (for current school year)
- 1-2 pieces of student sample work (File at the end of a school year.) Please <u>DO NOT</u> save a whole notebook or folder. Include work from multiple subject areas.

```
ELD FOLDER
Name _____
School Year _____    Grade_____
```

<u>INITIAL YEAR</u> ELD STUDENT FILE ONLY:

- A label with a red star should be placed on the folder.
- A copy of WIDA Screener results
- A copy of home language survey
- Copy of EL Student Identification Packet
- All items listed above for the yearly ELD student file

```
Name _____
ELD Entry Date _____    Grade_____
__Home Language Survey
__EL Identification Packet
__ Screener Results
```

PHLOTE FOLDER (in Main Office)

- Create folder, place behind student's cumulative folder
- Copy of Home Language Survey
- Copy of EL Student Identification Packet
- A copy of WIDA Screener or KN MODEL
- Parent Notification Letter stating that child does NOT qualify for ELD

```
PHLOTE
Student Name
School Year
```

B. Database Maintenance

The ELD Coordinator is responsible for entering EL student data into two databases: 1) the FACTS school-based student database; and 2) Infinite Campus, the Student Information System (SIS) of the

School District of Philadelphia. The English learner (EL) screen of Infinite Campus can be accessed via the [PhilaSD Portal](#).

At enrollment, the school secretary enters the student's home language, as indicated on their Home Language Survey (HLS), in Infinite Campus. The ELD Coordinator enters the placement scores of students who were administered the WIDA Screener or KN MODEL at enrollment.

NOTE: Any student who is administered the WIDA Screener or KN MODEL **must be entered** into the LEP Initial Placement tab in Infinite Campus, **whether or not the student qualified to receive ELD services**. If a student demonstrates proficiency in English by meeting the assessment's cut-off score, "Not LEP" should be indicated on the LEP Initial Placement tab under Placement Results and the Placement Level and Placement Date must be entered.

IX. Additional Student Services

A. Student Counseling

ELs are required to have access to the same counseling services as their English-speaking peers. To ensure communication in the language that the student is most comfortable with. Bilingual staff provide interpretation and translation when necessary to support the student, family, and school social worker.

If bilingual staff are not available, the FACTS social worker and other support staff have access to Pacific Interpreters Language Line Service. All FACTS staff have free access to this service.

B. ELs with Special Education Needs

EL students may be eligible for special education services once it has been determined that a disability exists and that lack of grade-level performance is not solely due to lack of instruction or lack of proficiency in the English language. EL students who are recommended for screening for potential special education services must be evaluated through the school's Response to Intervention (RtI) process to collect information regarding the student's home, academic, emotional, and social background for accurate identification and placement.

All procedures for the screening, evaluation, and development of the IEP, and the provision of services and/or instruction must comply with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Regulations.

The IEP team must consider the need for ELD instruction as they address the students' needs related to the provision of Free Appropriate Public Education (FAPE). The ELD Teacher and/or ELD Coordinator must participate in all IEP meetings that involve EL students. The student's English language proficiency data and ELD support information must be indicated in their IEP.

Unless criteria for exit from the ELD program have been met **(as outlined in *Section VI. Reclassification and Monitoring Former ELs* in this document)** all English Language Learners eligible for special education services must continue receiving ELD instruction.

EL students cannot be categorically excluded from gifted/talented or other specialized programs. The RtI team in each grade will utilize the checklist below to ensure proper identification of ELs who may benefit from special education services.

Communication with the parents of English Learners being considered for special education placement must be clear and presented in a mode and language they understand. Translated support documents can be found by logging in to TransACT Parent Notices.

RtI Team Checklist for EL Students

To be completed by RtI team in consultation with the ELD teacher or ELD coordinator.

Response	Ask…	Note(s)
	Has the student's level of English language proficiency been assessed and discussed with all team members, using the WIDA teacher report and its individual growth chart as a reference?	
	Has a background interview with family been conducted? Is the assessment team familiar with the cultural background and norms of the child and family (home community, religion, country)?	
	Has an interview with the student been conducted in his/her dominant language to assess his/her L1 language proficiency?	
	Have the results of any previous assessments or documents, such as report cards from the child's native country been obtained and reviewed?	
	Has the student been enrolled in a school (in the US) for more than one full academic year?	
	To ensure meaningful participation, are classroom modifications being made in the areas of teacher lesson delivery, assignments, homework, and formal assessments?	
	Has an ELD teacher(s) provided input regarding the student's language learning needs?	
	Is there a possibility that the child's problems are the result of incomplete adaptation to the school environment?	
	Has the child's formal schooling experience been continuous or interrupted, both in their country of origin and/or the US?	
	How much targeted English language development instruction is the student currently receiving? How much targeted English language development instruction did the student receive in the past?	
	Would the child benefit from increased targeted language support?	
	If applicable, include other pertinent information.	

X. Equal Access Opportunities

A.   LeGare

The LeGare review process allows for English Learners to apply for Special Admission and City-wide High Schools. All families should be assisted by persons knowledgeable about high schools and high

school programs in considering a range of programs, in identifying the accommodations and supports needed for the student to be successful, and in recommending modifications. Families should receive guidance in a language that they understand.

The counselor and the ELD teacher are responsible for counseling students on high school options and for supporting students' development of application materials.

Students may not be excluded on the basis of admission criteria if they can participate successfully, given reasonable accommodations. The School District of Philadelphia has established a procedure for an impartial review of any individual decision not to admit a student with disabilities when the decision is based on a reason other than racial balance or space.

Information regarding the impartial review and hearing procedures will be provided to parents when they are notified of the decision not to admit.

B.   McKinney-Vento Homeless Education Assistance Act

According to the Basic Education Circular 42 U.S.C. §11431 on Education for Homeless Youth, students whose primary residence is not "fixed, regular, and adequate" qualify for special treatment when enrolling to school in order to receive proper educational support and services. Students living in an emergency shelter or transitional housing, unaccompanied youth, and refugee and migrant youth among others are entitled to immediate enrollment and free and reduced lunch. Schools must help homeless youth with any necessary enrollment documents, as well as setting up transportation services and getting the students basic uniform clothing and school supplies. For instance, if 48 students experiencing homelessness live at least one mile (1.0) away from the school, they are eligible to receive transportation assistance. More information is available at https://www.philasd.org/homeless/about/about-mckinney-vento/

XI. Program Evaluation

Per the PDE BEC *Educating English Learners*, FACTS must evaluate its LIEPs for effectiveness and make any changes necessary based on the evaluation.

FACTS conducts annual evaluations of its LIEPs and reports the results to the state through the English Learner Reporting System (ELRS). Per PDE, determinations to make changes to an LIEP based on program evaluations may be made annually, although a LEA may allow more time for a program to produce positive results, as long as that time is reasonable based on the program design and expected outcomes.

Evaluations must be based on student outcomes rather than program inputs. For example, a program evaluation may **not** be based on the number of hours that teachers collaborate each week, the amount of funds spent on resources, or the implementation of a particular intervention or support. A program evaluation should include evidence of student growth toward proficiency in English and academic achievement.

XII. Family and Community Outreach

A. Family Communication and Notification

Per Pennsylvania Code, Title 22, Chapter 4, Section 4.26, FACTS is required to provide all important information to parents who are not proficient in English in a language or mode of communication that they understand. If it is not practicable for the school to provide a written translation because the parents' language is not a common language, then the school may use a cover page explaining in the parents' language how they may have the document translated orally.

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

Relying on students, siblings, or friends is not appropriate for translations that require confidentiality (e.g. parent-teacher conferences, discipline, participation in special services, etc.). Moreover, translators and interpreters should also be competent in interpreting or translating information or documents that require the knowledge of specialized terms or concepts in both languages.

See the U.S. Department of Justice and U.S. Department of Education Office for Civil Rights fact sheet, [Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them](#), for more information.

The following list identifies essential information that must be provided to parents:
- school registration and enrollment instructions
- a description of the EL identification process and the reason that their child was identified as an EL
- their child's current English proficiency level and a description of what that means
- a description of the Language Instruction Education Program (LIEP) as outlined in this document
- information explaining their right to refuse enrollment of their child in the LIEP (see Parental Right to Refuse Specialized Programming section)
- a description of the criteria for reclassification and an expected timeline for achieving proficiency
- notices required by special education laws and regulations
- grievance procedures and notices of non-discrimination
- student discipline policies and procedures
- report cards and progress reports
- notices of parent-teacher conferences
- information regarding gifted and talented programs
- results of the annual English proficiency assessment, ACCESS for ELLs
- requests for parent permission for student participation in school activities
- other information provided to native English-speaking parents such as invitations to join school-related councils or groups or parent handbooks

The PDE offers some resources for LEAs related to translation of information. For more information, visit the PDE English as a Second Language webpage.

Annual notification requirements
Per Title 22, Chapter 4, Section 4.26 of the *Pennsylvania Code*, parents of currently enrolled ELs must be provided with the following information within 30 days of the start of *each* school year:

- A notification of their child's continued participation in the Language Instruction Education Program (LIEP)
- A description of the LIEP including its intended benefits for their children and an explanation of its effectiveness
- A notification of their right to refuse services

Required outreach activities
LEAs are required to implement an effective means of outreach to parents of ELs to inform the parents regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency and succeed academically. This includes holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of ELs.

B. Translation and Interpretation Services

Students and families at FACTS speak a variety of different languages. To ensure communication between students, families, and the school in families' preferred language, FACTS utilizes a combination of in-house and contracted translators and interpreters, as a well as the telephonic Pacific Interpreters Language Line Service. Important parent documents are translated when possible, and interpreted orally when translation is not available.

C. Interpretation Guidelines

The following are guidelines to support teachers in using interpretation services to communicate with families. Also included is an important guideline for interpreters.

Guidelines for Teachers

1. Assess the nature of the task or occasion that requires interpretation beforehand. Is an in-person interpreter necessary or is the use of the Pacific Language Line more appropriate?
2. Take a moment with the interpreter before the conversation starts to introduce yourself and share the reason(s) for the call/discussion.
3. Always speak in first person, addressing the person you are calling directly just as you would in normal conversation. For example, say, "Do you have a question?" rather than "Ask her if she has a question, please."
4. In a face-to-face meeting, interact with the parent/guardian and not only with the interpreter.
5. After you speak 1-2 sentences or finish a thought, pause to give the interpreter enough time to interpret.
6. Telephone interpretation is "consecutive" interpretation. That means you will experience pauses when the interpreter repeats each statement in the respective language.

7. Be prepared to explain some things in more detail for the interpreter. Some terminology and concepts may not have an equivalent in the target language. Use language that is simple for the interpreter to understand.
   ● Avoid using idiomatic expressions and slang.
   ● Avoid using technical or specialized vocabulary or jargon when unnecessary.
8. Avoid asking the interpreter for his/her opinion about the situation being communicated.
9. Please make sure that a parent/guardian comprehends what is being communicated even with an interpreter. Avoid asking, "Do you understand?" Instead ask, "Do you have any questions?" or "Do you have any concerns?"

Guideline for Interpreters:

1. Please only translate what the teachers are sharing. Refrain from including your own personal input.

XIV. Roles and Responsibilities

A. Board of Trustees and Executive Director

The FACTS Board of Trustees and Executive Director:

- promote the equitable participation of EL students in the educational program at FACTS
- set standards, develop necessary policy, and establish guidelines for ELD services
- provide and allocate funding to FACTS for ELD support
- ensure that funding for ELD services is equitably distributed and effectively used, and
- analyze student enrollment trends and distribution to facilitate long-term educational planning.

B. Principal

The FACTS Principal:

- works with teams of educators to identify effective practices in ELD and supports educators' efforts to improve ELD services
- ensures that instructional staff provide educationally appropriate ELD services to all students who require them
- ensures that parents/guardians of ELs understand their rights
- ensures that educators assigned to deliver ELD services are appropriately trained and possess the necessary skills
- ensures that all educators and support staff who work with EL students have access to relevant staff development opportunities
- facilitates access to resources and support for effective implementation of ELD services
- facilitates the collaboration among all educators serving ELD services
- promotes a learning environment which values diversity, bridges cultures, and works to eliminate racism, and
- ensures compliance with Title III requirements by supervising the ELD coordinator who submits a report annually.

C. ELD Coordinator

The ELD Coordinator's responsibilities include:

I. Coordination of ELD Team

- Scheduling and facilitating weekly meetings with ELD Team to discuss ELD objectives and goals
- Researching and sharing information with school staff on current research, methodology, resources and workshops on TESOL (Teaching English to Speakers of Other Languages) and SLA (Second Language Acquisition)
- Serving as a liaison between ELD Team and content teachers to bridge communication to build a stronger ELD program
- Leading ELD community outreach with ELD Team
- Overseeing the newcomer curriculum with ELD Team
- Providing input in ELD staffing by participating in the interviewing/screening process
- Scheduling weekly meetings with Principal to discuss ELD program
- Scheduling end-of-year meeting with ELD team to complete an evaluation of the ELD program

- Coordinating schedules, meetings, and trainings for ELD volunteers, tutors, and assistants

II. Ensuring compliance with local, state and federal laws and policies
- Attending professional development trainings and meetings to maintain current information
- Collecting and inputting data for PDE LEP Annual Data Collection
- Keeping student data up to date on the Philadelphia School District's Infinite Campus Student Information Service
- Maintaining records and files for all students in ELD program
- Overseeing the progress monitoring of all monitored ELs for up to four years
- Collecting data and information for PDE 3044 submission

III. Test Coordination for PA mandated annual English Language proficiency test (WIDA ACCESS)
- Ordering materials
- Packing and shipping materials
- Organizing testing schedules and rosters
- Training testing administers
- Attending WIDA-related trainings

D. ELD Teacher
The ELD Teacher:
- works collaboratively to identify, plan, and provide services to EL students,
- provides effective targeted language instruction,
- provides ongoing assessment, and
- reports student progress in all language domains.

I. Duties and Responsibilities:
- Planning, preparing, and delivering ELD instruction to English learners (ELs)
- Collaborating with content area teachers and Special Education teachers as co-teacher
- Assessing students' language learning needs and modifying instruction accordingly
- Attending weekly RtI meetings to ensure that English learners are correctly identified as needing or not needing additional services outside of the ELD program
- Attending weekly ELD meetings
- Attending weekly meetings with the appropriate grade cluster teams
- Leading ELD community outreach with ELD coordinator
- Participating in FACTS School community activities, including morning meeting, lunch-time and dismissal duties
- Providing input in ELD staffing by participating in the screening process
- Evaluating the ELD program with ELD coordinator
- Maintain close communication with parents and guardians of ELs

II. Ensuring compliance with local school district and state:
- Attending trainings at PaTTAN to maintain current information on second language acquisition and pedagogy
- Maintaining records and files for all EL students on caseload

- Monitoring and documenting progress of all monitored ELs for three years
- Researching and sharing information with school staff on current research, methodology, resources and workshops on TELD(Teaching English to Speakers of Other Languages)/SLA(Second Language Acquisition)
- Administering the WIDA Screener to new entrants and the WIDA ACCESS for ELLs 2.0 English language proficiency assessment annually to all ELs
- Issue parental notification letters to EL students' families annually

XIII. Interns and Program Volunteers

A. Interns

The ELD volunteer works with EL students and supports classroom instruction by helping ELs with assignments that the teacher has provided. The intern may work with ELs in any subject area or at any grade level to which they are assigned. ELD interns must be paired with a FACTS ELD teacher who provides direction and supports the intern. They must also adhere to all guidelines for interns set forth by FACTS.

B. Volunteers

The ELD volunteer works with EL students and supports classroom instruction by helping ELs with assignments that the teacher has provided. The volunteer may work with ELs in any subject area and at any grade level to which they are assigned. Regular classroom teachers, ELD teachers, and others may request ELD volunteers for their students. School staff must provide direction and support to the volunteer.

In general, the volunteer will:

- follow the schedule that is determined in consultation with the ELD
- attend ELD volunteer training
- work individually or in small groups with EL students
- work with the students on skills and materials as directed by the cooperating ELD teacher
- inform cooperating ELD and content teachers of volunteering time and location

Volunteering Location

ELD and content teachers will decide where the volunteer will work with students. **The volunteer may work:**

- next to the student at his/her desk in the classroom
- at a designated table inside the classroom
- in the hallway
- in the lobby area
- in another classroom

Forms of ELD Support
- In-class support to assist their understanding of the same lesson as the rest of their peers.

- Pull-out support to reinforce skills that he/she needs to be able to participate in the regular curriculum. Examples: guided reading, phonics instruction, vocabulary reinforcement, writing strategy groups

C. Required Clearances
All interns and volunteers must submit current (within the past year) documents of...
- Pennsylvania State Police Request for Criminal Records Check (Act 34)
- Federal Criminal History Record – FBI Clearance (Act 114) or your Cogent ID Registration Number
- Child Abuse History Clearance (Act 151)

Criminal Records Check: **It is recommended that you use the on-line EPATCH system - https://epatch.state.pa.us, which returns a result immediately**. This is the **only** website that provides a valid Pennsylvania Criminal History Check. *This form is valid for one calendar year*. Applicants must possess their valid State Police check.

FBI Clearance: To obtain this clearance, you must register at: http://www.pa.cogentid.com or you may call 1-888-439-2486. After you have registered with Cogent ID, you will receive a transaction number. Please take this transaction number with you to the fingerprint location. Upon completion of the fingerprint process, you will receive a registration number. All information is available at: http://www.pa.cogentid.com.

Child Abuse History Clearance: Please complete this form and mail it out as soon as possible, as it can take up to a month to be processed. This is the only way to obtain this clearance. It is not available online. Applicants must possess their valid Child Abuse Clearance. The clearance will be returned to you, and you must present the original document at the time of placement. *This form is valid for one calendar year.*

D. Expectations
All ELD interns and volunteers are expected to:

- Sign in and out at main office (2nd floor lobby) before every visit.
- Arrive punctually. To call out absent or late, you must call (215) 569-2600 x 1030 and leave a message as early as possible, but no later than 7:00 am. Include any duties you have that day that will need coverage (e.g. lunch, recess). Also leave a message for ELD coordinator and cooperating teacher(s). It is always best to email or text your cooperating teachers in addition to making the phone call.
- Behave in a manner that honors the mission statements for the school and the ELD program.
- Wear proper professional attire. (Think "business casual.")
- Keep daily records of instruction/support.

E. Evaluation
ELD interns and volunteers may evaluated on their performance and this evaluation may be shared with the volunteer's supervisor.