

Program- Limited English Proficiency Program



Updated: August 2014

### **Mission Statement**

In collaboration with the community, the mission of the Warwick School District is to enable all students to acquire the knowledge, skills, and values necessary to become responsible, productive, and resourceful citizens.

In order to support students with ESL needs, the district shall provide an appropriately planned and implemented instructional program for all identified students with Limited English Proficiency. Students who have Limited English Proficiency (LEP) will be identified, assessed, and provided with appropriate services.

### **Educational Theory and Approach**

All students who come from a home where a language other than English is spoken (to be determined by the Home Language Survey completed as part of registration procedures) will be eligible for ESL services. Instruction will take place through supplemental pull-out ESL instruction at the elementary level and replacement pull-out ESL instruction at the Middle School and High School. The program used will meet the three-pronged test: sound education theory, appropriate resources (including materials and staff), and program evaluation.

### **Identification/Assessment/Placement**

#### **Identification**

Any student who enrolls must provide immunization records and proof of residency. Upon enrollment, a home language survey will be given to the parent/guardian. If a language other than English is listed as the primary spoken language, then the student must be assessed for potential placement unless an exemption is applicable.

#### **Assessment**

All students who meet the identification requirements (HLS) will be assessed with the WIDA ACCESS Placement Test. Other forms of assessment only serve as additional information. The ACCESS will be used for placement in a language instruction program.

#### **Placement**

Placement of ELLs must be age and grade level appropriate.

Parent permission is not required; however *notification* of placement is required in a language they understand.

#### **Parent's Limited Right to Opt Out**

A parent may not excuse his or her child from the district's LEP program *unless* the instruction conflicts with the family's religious beliefs.

## **Instructional Models**

The program model must be based on sound educational theory, appropriately staffed and supplied, evaluated and adjusted when needed. Instruction will take place primarily through supplemental pull-out ESL instruction at the elementary level and replacement pull-out ESL instruction at the Middle School and High School. Push in support from an ESL teacher and collaborative supports are also provided when it best meets the needs of the students.

**The following instructional characteristics are specified for an ESL classroom:**

1. *ESL pull-out instruction does not take place during other content classes.*
2. *Language instruction is equal with the student's proficiency level. This is adapted if the student is in the regular classroom for any instruction during the day.*
3. *Hours of direct language instruction are based on proficiency and are determined on student need.*
4. *Guidelines for direct ESL instruction:*
  - a. *Entering to Beginning: 2 hours*
  - b. *Developing: 1-2 hours*
  - c. *Expanding: 1 hour*
  - d. *Bridging: up to 1 hour of support based on student need*
5. *Delivered curriculum to ELLs is aligned with Pennsylvania's Reading, Writing, Speaking, and Listening Standards.*
6. *Instruction is thoughtfully planned and a part of the daily schedule so that students are not removed from any content classes.*

**The following instructional characteristics are specified for ESL instruction in the content area:**

1. *ELLs are provided with meaningful and comprehensible access to instruction in all content areas.*
2. *The content area teachers and the ESL teacher engage in ongoing collaboration in order to ensure meaningful access to content material.*
3. *ELPS (English Language Proficiency standards) and additional supporting information are provided to all teachers for use in planning instruction.*

### **Program exit**

The exit of an ELL from the ESL program must be based on all domains of language: oral, academic reading, and writing.

Required Criteria:

The ELL must achieve a score of Basic or above on the PSSA. They must also receive a score of 5.0 on the level C WIDA- ACCESS.

For students in grade levels in which PSSA is not administered, students must meet the WIDA-ACCESS passing requirements and the additional requirements listed below.

\*Additional requirements:

*Final Grades of C or better in core subject areas*

*BASIC on annual PSSA (or district wide test that is comparable)*

### **Monitoring after exit**

Monitoring for two years after a student exits the instructional ESL program is required. Appropriate records must demonstrate that progress is maintained.

Examples of appropriate monitoring:

- review of grades
- state assessments
- teacher observations

### **Grading**

Grading for ELLs must be based on content proficiency, not language proficiency.

Separate measures of proficiency must be acquired for content and language. Grading policies for ELLs must be in accordance with all other students.

### **Assessment of English Language Learners**

Assessment procedures are aligned with Warwick School District academic standards and PA ELPS (English Language Proficiency Standards).

Students receiving ESL services are assessed in accordance with the Warwick assessment matrix and the PA ELP assessment annually to measure progress and the attainment of English proficiency for each language domain. Allowable PSSA accommodations for students receiving ESL services are published each year by PDE.

## **Retention/Promotion/Disabilities**

### **Retention**

An ELL may not be retained in a grade based on his or her lack of language proficiency.

### **English Language Learners with Disabilities**

English Language Learners that are eligible for Special Education must be considered by the school team for development of an Individualized Education Plan (IEP). All procedures for evaluation must be in compliance with Individuals with Disabilities Education Act (IDEA) and special education regulations.

The language program (ESL) will not be in place of learning support or vice versa. If an ELL is placed in both programs, he or she will receive both instructional programs.

## **Program Evaluation**

Warwick School District periodically evaluates its ESL program to insure all components are working effectively and are aligned with state and federal regulation. The program should also be effective in facilitating the acquisition of the English language and in the development of academic proficiency.

## **Communication with Parents**

Any communication with parents will be provided to the parent in their preferred language. Warwick School District will provide either written translation or oral interpretation services when necessary in communicating with parents/guardians.

## **Staffing/Professional Development**

All teachers in language instructional program hold proper certification and endorsements. Warwick School District offers staff development related to ELLs and ESL for all personnel as part of Act 48. The ESL staff members are part of the Student Services Department.

## **Funding**

Title III funding may be used for supplemental resources if it is used to enhance existing programs. Supplemental programs include; after-school programs, summer programs, tutoring, and parent nights. It is NOT used to replace existing ESL programs. Title III funding is handled through the office of the Director of Student Services.