

**Lewisburg Area School District**  
**Limited English Proficiency Program (LEP)**  
**English Language Development Services (EDL)**  
**Program of Services**

**Background**

The education of students whose dominant language is not English and/or are English Language Learners (ELL), is the responsibility of every school district in the Commonwealth. ***Title 22, Chapter 4, Section 4.26*** of the curriculum regulations requires that the school district provide a program for every student who is limited English proficient (LEP) or an English language learner (ELL). The regulation states:

“Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student’s achievement of English proficiency and the academic standards under 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction.”

To comply with this requirement, a school district must provide the student with:  
(a) a planned program of English as a second language instruction (ESL) to facilitate the acquisition of English language skills and (b) an instructional program appropriate to the student’s developmental and instructional level.

**Program Goals**

Lewisburg Area School Board Policy ***#138 Limited English Proficiency Program (LEP)*** further outlines the purpose of the District’s LEP program is to increase the English language proficiency of eligible students so that they can attain the academic standards and achieve academic success. Students who have limited English proficiency (LEP) will be identified, assessed, and provided appropriate services. The Lewisburg District program is designated as an English as a Second Language (ESL) instruction program. Our program is based on effective research-based theory, is implemented with sufficient resources and appropriately trained staff, and is evaluated periodically. The LEP program ensures appropriate instruction in each of our schools and complies with all pertinent federal and state laws and regulations.

An outline of the Lewisburg Area School District ESL Program follows:

**IDENTIFICATION**

**Student Enrollment Procedure**

- Upon enrolling in the Lewisburg Area School District a Home Language Survey is administered for each/all students. Any student whose HLS

indicates that the primary home language is other than English shall be designated as a PHLOTE student in the student information system and with PIMS.

- Based on the responses to the home language survey (HLS), students will be assessed for potential placement in a program for ESL instruction.

Exceptions to providing this assessment are as follows:

1. Final grades of B or better in core subject areas (Math, Language Arts, Science, Social Studies).
2. Scores on district-wide assessments that are comparable to the Basic performance on the PSSA.
3. Scores of Basic in Reading, Writing, and Math on the PSSA or an equivalent assessment from another state.

**\*\*A student meeting two of the three criteria outlined above demonstrates English Language Proficiency, and will not be assessed for ESL services.**

- Student records for children from other states or school systems can be used in consideration for placement in the ESL Program.
- Newly enrolled students without academic records must be assessed for their ELP (English Language Proficiency) if the Home Language Survey indicates PHLOTES status.

#### **Assessment Procedures for ESL Program Entrance**

- The District will use the **WIDA ACCESS Placement Test (W-APT)**, which is aligned to the required annual PA state ELP assessment, **ACCESS for ELLs**, to assess students for placement in the English language instructional program. The administration of the **W-APT** assessment, any other assessments, and a records review will occur within 30 days at the beginning of the school year and within 14 days once the school year is underway.
- The District may choose to use other formal, standardized ELP assessments for additional information, but the identification and placement must be based on the **W-APT** and the multiple criteria referenced above.
- In using the **W-APT** for entrance and placement, the following criteria are used in consideration with other criteria such as standardized tests, oral interviews and observations:

When using **W-APT** for identification and placement of kindergarten students, a raw score of 15 or higher in the listening and speaking components of the test meets the minimum requirement for exemption from ESL services. Scores of 14 or lower indicate need for provision of ESL program services.

Grade 1 first semester students must take all four components of the Kindergarten **W-APT**, but PDE has not provided scoring guidance for eligibility at this time. Therefore multiple criteria shall be used to determine eligibility and placement for ESL services.

Students in the second semester of Grade 1 through Grade 12 who are administered the **W-APT** for placement, shall meet a composite proficiency score of 4.6 or higher to be exempted from ESL programs. Students scoring 4.5 or below indicate a need for an ESL program. In either case, additional criteria must inform the identification/placement decision. These criteria must include previous and current grades and student performance on state assessments as well as local District assessments, and may include interviews and observations.

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

22 Pa. Code Section 4.4(d) (3) of the Pennsylvania State Board of Education regulations permits parents to have their children excused from specific instruction only in the limited circumstance as follows: "The right to have their children excused from specific instruction that conflicts with their religious beliefs, upon receipt by the school entity of a written request from the parents or guardians."

## **INSTRUCTIONAL PROGRAM**

The Lewisburg Area School District provides an English as a Second Language (ESL) program at each building level. The District's ESL program models include Content-based English as a Second Language, SIOP Protocol, ESL Pull-out, and ESL Push-in. Our Program Specialists work with regular education classroom teachers to review student background information and test results in order to develop an instructional plan appropriate to each student's language proficiency level and aligned with the Lewisburg District curriculum. Our District ESL program emphases include: (1) development of social English language (2) development of academic English language (3) access to meaningful, comprehensible instruction in all content areas (4) support for student academic achievement in attaining English proficiency and meeting PA Academic Standards. All students are fully included in our regular education programming, including opportunities for co-curricular and extra-curricular activities.

The High School does provide ESL English classes in place of English Language Arts class for those students who are determined to be at Level 1 (Entering) or Level 2 (Beginning). Other ESL students attend regular education ELA classes with ESL support provided by the program specialist.

Our ESL program is aligned with the state's ELA Standards and the PA ELPS (overlay) for ELLs, and all ELLs are provided with meaningful, comprehensible access to instruction in all content areas required by PA academic standards. ESL classes are a part of the daily school schedule and ELLs should not be removed from other content classes to receive instruction for English language acquisition. The

District must take into consideration the State's ELP levels described within the PA ELPS standards when placing students in an instructional program for ELLs. Instructional placement of ELLs must be age and grade appropriate. ELLs must be given equal access to all educational programs, opportunities, and extra curricular activities in the same manner as for all students in the Lewisburg District.

### **Measurement of Student Progress – Grading of ELLs**

- All ELLs must be graded using the same grading system as all other students. Teachers responsible for grading ELLs should utilize each student's ELP Level (1-5) and the associated *Can Do* descriptors when designing student learning activities and assessments.
- Staff members will measure ESL students' progress by what they can do at any point in time, keeping in mind the progress, effort, and learning shown. Assessments of ESL students should be according to what they can do rather than what they cannot do. Grades will reflect what the students know and are able to do at their level of English level proficiency.
- ESL designation **can not** be indicated on the District report cards. An ESL Program Specialist can assist classroom teachers with the preparation of an English Language Proficiency Progress Report for Level 1 and Level 2 English learners to accompany the report card. Students at Levels 3,4,5 should receive the report card prepared by regular education staff. Teachers are encouraged to work together with the ESL Program Specialists in the grading process.

### **Retention/Promotion**

A student may not be retained in a grade based solely on his/her lack of English language proficiency.

If an ELL is retained in a grade, the District must be able to demonstrate that all appropriate modifications were made to instruction and assessment in order to allow ELLs meaningful access to the general curriculum as well as to promote second language learning.

### **Accommodations and Modifications for ELLs**

ELLs may need individual learning or assessment accommodations or modifications. Teachers are encouraged to collaborate with ESL Program Specialists in providing appropriate accommodations/modifications for individual students in subject areas and at varying grade levels.

### **State Assessments for ELLs**

All limited English proficient students beyond their first year of enrollment in US schools are to be included in the **PSSA/Keystone** assessments. In their first year of enrollment in the US, ELLs may opt out of the Reading/Writing assessments only. English Language Learners should receive appropriate accommodations as outlined

in PDE's PSSA Accommodations Handbook. A list of accommodations provided to an ESL student should be kept in the student's permanent folder.

### **Annual Assessment of ELLs**

The **WIDA ACCESS** is the PA State ELP assessment that must be administered annually to measure progress and/or attainment of the student's English language proficiency for each of four domains: reading, writing, speaking, listening/understanding. These score results are maintained in the student's permanent record folder. Individual ELL assessment performance measured in the **WIDA ACCESS** is used as a component in the language program exit criteria.

## **PROGRAM EXIT – EXIT CRITERIA**

The exit criteria provided below for ELLs represent valid and reliable evidence of a student's English language proficiency. These required exit criteria ensure consistent measures across LEAs for exiting ELLs from English language instructional programs. Students who meet the exit criteria enter a monitoring status for two additional academic years.

- Program exit from the Pennsylvania English language instructional program for English language learners takes place annually between June and September.
- LEP status of students for the current school year must be determined by September 30 and reported in the PIMS October District and School Enrollment Collection. Students reported as current ELLs in the PIMS October collection can not exit the ESL instructional program from October to June.
- In order to meet the required state exit criteria for PA English language instructional programs for ELLs, LEAs must use **both of the required exit criteria**. In addition, LEAs must ensure that students meet **one of the two additional exit criteria** listed below in order to exit to monitoring status:

### **Required Exit Criteria:**

- 1. Score of BASIC on annual PSSA math/Keystone Algebra 1 AND PSSA reading/Keystone Literature assessments\***
- 2. Score of 5.0 on an ACCESS for ELLs Kindergarten or 5.0 on a Tier C ACCESS for ELLs assessment (Overall Score)\*\***

\*If student is a transfer student – other states' assessments used for accountability may be considered for a proficiency level comparable to BASIC on PSSA/Keystone assessments. For students in a grade not assessed by PSSA/Keystone, each of the remaining exit criteria must be met to exit (Required criteria #2 AND additional exit criteria #1 and #2)

**\*\*Following the ACCESS administration, it is possible to utilize the W-APT for students who have not met the ACCESS 5.0 score as follows:**

<u>Grade</u>	<u>ACCESS SCORE</u>	<u>Required W-APT Scores</u>
K	No flexibility allowable for Kindergarten students	
1-5	4.6-4.9	5.0 in each domain
6-8	4.7-4.9	5.0 in each domain
9-12	4.8-4.9	5.0 in each domain

The W-APT scores must be in each domain and not the composite scores. A student scoring PROFICIENT on PSSA/Keystone and scoring within the ACCESS range noted above, does not need to be assessed with the W-APT test to meet required exit criteria.

#### **Additional Exit Criteria**

- 1. Final grades of C or better in core subject areas**
- 2. Scores on district-wide assessments that are comparable to the BASIC performance level on PSSA/Keystone assessments.**

#### **Monitoring of ELLs after language instructional program exit**

Monitoring is required for two years after a student exits an ESL program and appropriate records of student progress must be maintained. Monitoring forms are completed by the ESL Program Specialist at each building level and documentation is placed in student's permanent records file.

Monitoring may include any/all of the following:

- Quarterly review of grades
- Local and State Assessments
- Teacher observation/ESL Program Specialist observation

Teachers may offer support to monitored students, just as they would support any student seeking assistance with classwork or assessments.

Parents receive a letter informing them of the student's monitoring status for each of the two years. A final letter is sent to inform parents that the monitoring is complete and the English language acquisition program is concluded for their child.

Students being monitored are not counted as ELLs in any state or federal data collection systems.

## **ELLs with Disabilities**

ELLs may be eligible for Special Education. The IEP team must consider the need for ESL instruction as they address all students' needs related to the provision of Free Appropriate Public Education (FAPE). In determining the student's needs, the IEP teams must consider both special education services and ESL instruction simultaneously as appropriate.

All procedures for screening, evaluation, IEP and the provision of services and/or instruction must be in compliance with IDEIA and PA Chapter 14 Regulations.

Whenever possible the ESL Program Specialist shall be a member of the IEP team. At a minimum the IEP should receive input from the ESL Program Specialist regarding any special considerations to be addressed in the IEP.

The academic program for an ELL with a disability must be viewed as other general curriculum programs available to non-disabled students. It is not appropriate for an ELL with a disability to be denied access to general curriculum including ESL programming. Special Education services do not replace an English language instructional program.

ELLs with disabilities participate in all assessments, including the annual state ELP assessment (WIDA ACCESS) and PSSA/PASA/Keystone. An ELL student with a disability may participate in assessments through the use of one or more state approved accommodations appropriate for his/her disability.

## **OTHER PROGRAM COMPONENTS**

### **Communication with Parents**

Communication with parents of ELLs must be in the parent's preferred language and mode of communication. It is the responsibility of the Lewisburg District to provide translation and/or interpretation services. The District shall also provide translated documents necessary for communication with parents and students regarding general education and the District.

### **Staffing and Professional Development**

All ESL Program Specialists must hold certification required by PDE. The Lewisburg District does offer staff development related to ESL for all LEA personnel as part of the Professional Development Act 48 Plan.

**Program Evaluation**

The Lewisburg District must periodically evaluate its language instructional program to ensure all components are aligned and working effectively to facilitate the acquisition of the English language and academic achievement defined by the PA Academic Standards. Administration, staff, program specialists, parents, and community members may be asked to participate in such an evaluation. A self-monitoring review tool will be completed and kept on file.

Monitoring of the Lewisburg District ESL Program includes:

- Submission of information into PIMS/LEP System
- Title III on site monitoring – self assessment instrument in advance of site visit scheduled with cycle
- Use of a District created self-assessment instrument



