Tyrone Area School District Program/Plan for the Education of English Learners (PEEL)

Contents

Introduction and Regulations

Pennsylvania regulations (22 PA. Code §4.26) and federal laws, including the Civil Rights Act, the Equal Educational Opportunity Act, and Every Student Succeeds Act, require every school district to provide a program for students who are identified as English Learners (EL). These programs must consist of planned English Language Development (ELD) taught by a certified teacher of ELs and the adaptation and/or modifications to the delivery of content instruction by *all* teachers, based on the students' language proficiency levels, the PA ELD standards, and the PA Academic Standards.

The TASD Plan for the Education of English Learners (PEEL) describes procedures necessary to comply with regulations and to provide EL students and their families with the same level of quality education that all TASD students and families have come to expect.

All the steps and information contained in the TASD PEEL are aligned to and/or come directly from the PA DOE guidelines, recommendations, and regulations for the education of English Learners.

A *Glossary of Acronyms and Terms* and an *Explanation of PEEL Personnel Roles* can both be found in the Appendix (**A** and **B**, respectively).

Identification Procedures

As part of the enrollment process, all families will complete a Home Language Survey (HLS) (**Appendix C**) for each enrolling child (translated HLS are available as needed). The HLS will include a cover letter in the family's native language that explains the purpose of the HLS is for educational decisions and has nothing to do with immigrant status. The registrar will receive annual training about cultural sensitivity to provide a welcoming first impression to enrolling families of different cultures. The PEEL Coordinator will provide the registrar with visual aids to assist families with the enrollment process. The following steps will take place within 30 days of the start of the school year or within 14 days if the student enrolls after the first day of school.

STEP 1 –The TASD PEEL Coordinator will receive and review a copy of the *Home Language Survey* from the enrollment packet. The original HLS will be kept in the student's cumulative folder.

STEP 1a – If the HLS indicates a language different from English for *any* question, the PEEL Coordinator will conduct a family interview, with an interpreter if needed, using the PDE *English Learner Identification Procedure, Grades K-12,* or the *Dual Language Identification Procedure - Pre-K* (**Appendices D & E**) as a guide to determine if the student is a student who has a primary home language other than English (PHLOTE). To determine if the student may be an EL, the PEEL COORDINATOR will record/ask the following, as well as the related questions in the age appropriate PDE *Procedure Guide.*

- Date of interview and participants present/participating
- Phone number
- Name(s) of student(s)
- Student's date of birth and age
- Student's date of entry into the US
- Parent country of origin
- Student country of origin
- Parent's primary country of education.

(If the HLS indicates a language different from English for *all* questions, the interview in Step 1a is optional.)

STEP 1b - If there is suspicion of a disability, the TASD PEEL Coordinator will consult with Special Education Staff before proceeding.

STEP 2 - The TASD PEEL Coordinator will conduct a review of the student's academic records

from previous schooling, if they are available, for evidence of participation in a program for ELs and/or evidence of accommodations or modifications made for the students to have equal access to content area material. The Coordinator will also examine scores from standardized summative or interim tests taken in English, passing grades for core content classes conducted in English, and/or work samples.

If the records review doesn't show evidence of English proficiency or shows evidence of previous accommodations to support a language barrier, the student proceeds to screening.

*note – Only an ELD-certified teacher who has taken the *EL Screening, Identification, and Placement Process* course on http://www.eslportalpa.info/, can be the PEEL Coordinator's designee for Steps 1 – 2.

STEP 3 - A TASD ELD teacher will screen the PHLOTE student for English language proficiency using an age-appropriate, state-mandated WIDA screener (online or paper). If there is suspicion of a disability or the student has an IEP from another district, the TASD Coordinator will work with Special Education Staff to determine accommodations needed during the screening process.

If a 1st-12th grade student has a composite score below 5.0, the student has met the criteria to be identified as an EL student. If a Kindergartener scores lower than 5.0 on the Oral Language Composite (in the case of screening in the 2nd semester, include a score lower than a 4.2 on the Literacy Composite), the student has met the criteria to be identified as an EL student. Any student who meets the EL identification criteria is eligible to participate in the TASD *Plan for the Education of English Learners* program.

STEP 4 - The TASD ELD teacher will then use the criteria below to determine if the student has *Limited* or *Interrupted Formal Education* (LIFE) that may require additional support:
- Is enrolling after grade two, AND
- Has a literacy score of less than 3.5 on the WIDA Screener, **AND**
- Has at least two fewer years of age-appropriate schooling than peers OR has disenrolled from US Schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, **AND**
- Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures).
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The templates for the *TASD PHLOTE List* and the *TASD English Learners List* are in the **Appendix** (**F** and **G**, respectively).

Regardless of the student's eligibility and identification as an EL, the parents will receive the *Language Preference for Written Communication* (**Appendix H**) form to indicate their preferred language.

STEP 5 – The ELD teacher will share the data from Steps 3 & 4 with the PEEL Coordinator and a team that includes the student's content area grade level teachers to develop an appropriate individual *Language Instruction Educational Program (LIEP)* (**Appendix I**).

- o If the student is classified as a student with LIFE, a service record in Sapphire will be initiated.
- o If the student has an IEP, the LIEP team will include the SPED case manager.

Development of the Individual Language Instruction Educational Program

In the overall *Education of English Learners* program, TASD uses the EL-Specific English-Only instructional model and the Mixed Classes with English-Only instruction model. These models provide students with individualized support and extra oral language development in a separate English language development (ELD) class and development of transferable ELD skills for use in content areas throughout the day. In addition to the overall LIEP, each EL will have an *individual* LIEP with goals, progress markers, accommodations, and strengths.

To meet an EL's individual needs, the LIEP design will include research-based best practices, learning in the context of other content areas, accommodations, and adaptations in the regular education classroom, and scaffolding in content areas based on the EL's English language proficiency.

STEP 6 – The PEEL Coordinator will invite parents to a conference to discuss the student's placement (*Invitation to Participate* – **Appendix J**). At that meeting, the PEEL Coordinator will provide the parent(s)/guardian(s) with the *English Learner Program Placement,* an explanation of the EL identification (**Appendix K**), and a description of the LIEP, using a translation service for documents and an interpreter as needed.

- o If parents/guardians do not respond to the *Notice of Placement* (**Appendix L**) into a program for ELs, the TASD will move forward with placement into the TASD ELD program.

- o Within the first 30 days of the school year, any currently identified EL's parents will be informed of their child's continuation of placement in the TASD ELD program using the *Notice of Placement* form.

Of special note: As required by federal and state law, all foreign exchange students are de facto English Learners and must be assessed using the process outlined above.

Parental Right to Refuse

Under federal Civil Rights Law, parents/guardians have the right to refuse placement of their child into the TASD Educating English Learners Program. This refusal indicates an informed, voluntary decision by the parent to not have the child placed in any separate, specialized English Language Development class or receive ELD services. A "Waiver" indicates a desire by the parent to waive the child from participation in all or some of the programs and services offered by the district.

LEA Obligations Under the Parent Refusal of the ELD Program

Specialized services or instruction are those only provided for English Learners, for example: ELD pull out classes, ELD tutoring, and/or after school English tutoring for ELs. This does not include a class comprised of ELs and non-ELs in which English Language Development is supported through content instruction.

LEAs may not recommend that a parent opt a child out of ELD programs or services for any reason.

In the parent's preferred language, LEAs must….

- Inform parents within 30 days of the beginning of the school year or 14 calendar days within the school year of their child's EL identified status.

- Describe the ELD program recommended for their child in sufficient detail and delineate the advantages to their child in terms of English language acquisition and academic success

- Inform parents of their right to decline ELD programs or services in whole or in part and supply the parents with the state-required *English Language Development Program Parental Waiver Form* (**Appendix M**) and *Explanation of Consequences for Refusing English Learner Services (**Appendix N**)*.

- Ensure that parents do not opt their children out of any ELD program or service based on schedule conflicts with other programs, such as Special Education; insufficient space in the available ELD program; or insufficient offerings within the ELD program

- Annually test opt-out ELs with the state-required *WIDA ACCESS for ELs 2.0* test until the student attains English Proficiency by meeting the state exit criteria and is reclassified as a *Former EL* in the state PIMS system

- Maintain the student's EL status on all reporting even though the student's parents declined services

- Provide English language development instruction within the general education content area instruction to meet the needs of the opt out EL student

- Notify parents if their child is struggling in general education classes and recommend the ELD program and services again

- A new Placement form and LIEP will be completed for any EL whose parents wish to opt their child back into the district's program and services

Foreign exchange students may opt out only with the signature of a legal guardian. Host parents may or not have educational rights to sign.

Instruction

Active ELs will spend part of their day in an English Language Development class. This class does not replace an English or Reading class; rather, it is a scheduled class as part of the student's day. The ELD class uses the PA ELD standards as the basis of its curriculum. The ELD teacher will use learning in other content areas to contextualize the student's ELD. For example, part of the ELD class may be a vocabulary study of academic language for an upcoming unit in Science, with the student learning word parts that will help him/her understand the reading or class content and the ability to decode future words. This type of activity builds English language development and the transferable skills needed for success in an English-only classroom. In addition to the ELD teacher providing an ELD class to meet ELD standards, *all* teachers of an EL will provide practice and opportunities to use and strengthen ELD skills.

Because ELs need equitable access to the same challenging curricula as non-Els, the ELD teacher will also work with the regular education teachers to determine appropriate accommodations and adaptations to allow the EL access to the learning outcomes of the content area lesson. Accommodations may include extra time on assignments, pairing with a peer for assignments and classwork, and/or use of a translation program. Adaptations might include simplified, parallel summaries of text being read aloud in class and/or the use of student or teacher-made dictionaries for student reference throughout the lesson and on assessments that are not vocabulary-focused.

Much like adaptations and accommodations, scaffolds help the EL be successful in other content areas by allowing a path of access to the grade-level expectations while providing support for the EL language development level. Content-area teachers can use graphic organizers, sentence starters, schema-building activities, and/or concept-mapping as scaffolds to help ELs build language skills.

Additionally, the ELD teacher will review the textbook and other instructional materials in each content area to evaluate the extent to which those materials include scaffolds and modifications for ELs at different proficiency levels and whether they provide resources for teachers of ELs. They will also closely analyze the texts for cultural relevancy and sensitivity.

Teachers may also use apps and online platforms that allow ELs to engage in interactive virtual learning spaces while providing appropriate instruction and access for the EL to develop technology skills necessary for success in the 21st century.

Evaluation of Progress

To continually evaluate an ELs progression of skills, the ELD teacher will compile an Assessment Portfolio for each EL. This portfolio will include scores from the same assessments used by TASD to monitor non-EL student progress, which may include (as needed): iReady reading scores, phonics, and fluency scores (Acadience Reading and running records, other assessments), Math common assessments Acadience Math, summative assessment scores in ELD and all other content areas, progress on goals, and scores from the WIDA ACCESS and PSSA/Keystone. The ELD teacher and LIEP team may adjust the LIEP based on a review of student's assessment portfolio.

Grading of ELs

TASD will use the same grading system for ELs in content courses as is done for all students (e.g., pass/fail is inappropriate for ELs if other students receive a letter grade).
For ELD courses or instructional periods taught by a certified ELD teacher in an all-EL setting, any grading system that the teacher feels meaningfully conveys information about progress and/or achievement may be used.

Report Cards/Progress Reports

In addition to the information that is provided to all students, TASD will communicate information related to English language proficiency and/or progress to parents at least annually. Progress in the ELD course will be reported on an ELD standards-based document (**Appendix O)** as well as on the school's traditional report card.

All parent/guardian correspondence about student progress, including report cards, interim progress reports, parent/teacher conferences, and LIEP information will be provided in the preferred language of the parent/guardian.

Assessment

English Language Proficiency Levels

As required by state law, students take the ***WIDA ACCESS for ELs 2.0,*** an annual English language proficiency test to measures the student's **listening, speaking, reading, and writing**

skill levels. ELD teachers use the test scores to determine a student's English proficiency level (levels 1 – 6). Listed below is a brief description of each English language proficiency level.

(*from the* EOSL Teacher Handbook – Updated September 2015, Staunton City Schools)

1 - Entering	• Uses pictures to explain content areas. • Responds in words or phrases to one-step directions, yes/no questions, or statements with visual support.
2 – Beginning	• Uses general language for the content areas. • Responds in phrases or short sentences. Oral and written language may have errors that impeded the meaning of the communication.
3 – Developing	• Uses general and some specific language for the content areas. • Responds in expanded sentences in oral interaction or written paragraphs. Oral and written language may have errors, but still retains meaning.
4 – Expanding	• Uses specific and some technical language of the content areas. • Responds in a variety of sentence lengths of varying complexity. Oral and written language has few errors; errors do not interfere with meaning.
5 – Bridging	• Uses specialized or technical language of the content areas. • Responds in a variety of sentence lengths of varying complexity. Oral and written language is similar to proficient English peer.
6 – Reaching	• Uses specialized or technical language of the content areas at grade level. • Uses a variety of sentence lengths of varying complexity. Oral or written communication in English is comparable to proficient English peers.
Exit	• To completely exit the program and be considered English proficient, a student must be "fluent" on all of the English Language Proficiency tests, be reading on grade level, and/or showing proficiency on Standards of Learning (SOL) assessments.

Each year, parents will receive a *Notice of Annual English Language Proficiency* (**Appendix P**) prior to testing. A Parent Report with their child's test results will be sent home when the scores are released.

Reclassification (Exiting the Program)

In accordance with the *State Reclassification of Monitoring, and Re-designation of English Learners (ELs)* document*:*

When an EL has consistently demonstrated the ability to access challenging academic content and interact with other students and teachers, both academically and socially in an English language setting, the LIEP team will review the EL's assessment portfolio and academic records to determine if reclassification may be warranted. If there is sufficient evidence that a student has reached a level of English proficiency to benefit from instruction in English without specialized supports, the EL will proceed through the following two stages:

STAGE 1: Potential of reclassification

- If a student *may* reach the state-defined threshold for reclassification, two Language-Use Inventories (**Appendix Q**) must be completed prior to the EL taking the ACCESS test. One must be completed by the student's ELD teacher. The other inventory will be completed by a single (or team of) content area grade-level teachers who currently teach the EL.

- One exception to this timeline is: Language-use inventories may be completed after ACCESS scores are released in the limited case of a student where no language-use inventories were completed because that student was not identified as likely to reach the ACCESS score threshold but unexpectedly achieves a score exceeding the threshold.

- The reclassification window begins when ACCESS scores are published and ends on October 1 of the following school year.

- No changes to a student's status can be made in local data systems or in PIMS between October 1 and the date on which the district receives ACCESS scores each year (typically at the beginning of the summer).

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

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

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

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

Total possible points from both inventories 7.6
Total Possible Points from all components: 16

Threshold for reclassification: 10.5

- The conversion table above shows how the scores work together to give a reclassification threshold.

STAGE 2: Reclassification as a *Former EL* (FEL)

If the student meets or exceeds a threshold of 10.5 or higher, the district will issue an *English Learner Program Exit Letter* (**Appendix R**), and the student's status will change to *Former English Learner* (FEL). As a FEL, the student will be *actively monitored* for four years by the student's ELD teacher at the time of reclassification. The student will continue to be reported in the state PIMS as a FEL.

If the EL has an identified disability and does not meet the criteria above for reclassification, TASD will follow the reclassification procedure in the PA DOE *Reclassification, Monitoring, and Redesignation* document.

Active Monitoring of FELs

The ELL teacher will use the *TASD Quarterly FEL Monitoring* (**Appendix S**) document to gather teacher feedback and academic progress and to record periodic observations of the FEL in the classroom.

Active monitoring is meant to ensure that the FEL does not regress and begin to struggle without language accommodations, adaptations, and supports.

Continued Monitoring of FELs

In the third and fourth years of monitoring, the TASD PEEL Coordinator will review report cards quarterly and complete a *TASD Semester FEL Monitoring* (**Appendix T**) document. The student will continue to be reported in PIMS.

At the end of the fourth year, the student will be completely exited from the TASD English Language Learning program and will be coded as a FEL for the remainder of their school career.

Re-designating former ELs

At any point during the four-year monitoring period, if all monitoring data reflects that the FEL is struggling because of language barriers, the FEL will be *Re-designated* as an active EL, return to the TASD English Language Learning program until he/she can again meet the criteria to be reclassified, and a new individual LIEP will be put into place. In cases such as these, the monitoring process starts over from year 1 upon the second reclassification.

English Learners with Special Needs

All ELs will have the same access to programs and services as non-EL students and be provided appropriate accommodations and adaptations to participate with their peers.

If an EL is identified as having a disability, he/she will be afforded the same rights, supports, resources, and programming as students with disabilities under Chpt. 14. An EL will not be identified as a child with a disability if the determinant factor of that decision is lack of English proficiency.

Like their TASD peers, EL's rates of acquisition and retention of information, skills, and concepts will be monitored for possible gifted identification. For the EL, this would particularly include their progression in the ELD standards. If these rates indicate that the EL is possibly a gifted student, the TASD will use materials from the IU08 or order new materials to provide screening and evaluation in the student's

native language. If an EL is identified as gifted, Chpt. 16 regulations will be followed with the EL teacher as part of any GIEP team. The GIEP team will determine what adaptations and specially designed instruction (SDI) the EL needs in the ELD course and content-area courses to meet the student's gifted needs.

TASD has developed a separate district plan, approved by the PA DOE, that governs procedures for ELs who are placed in an Alternative Education for Disruptive Youth (AEDY) program.

Career and Technical Education

All EL students will have the same opportunity to attend the Greater Altoona Career and Technical Center (GACTC) as their peers. ELs participating in vocational programs will continue to receive appropriate EL instruction.

Professional Development

Annually and as needed, TASD will provide training to all staff who teach ELs to ensure teachers have the necessary tools and skills to implement research-based practices and strategies that support the EL in content-area classes and progress in the ELD curriculum. They will also be trained to use the rubrics on the language-use inventories to evaluate an EL's language development for the purposes of possible reclassification.

Each year, all TASD teachers and support teaching staff will participate in professional development about ELs. This training will include information about the TASD PEEL, state and federal regulations, language acquisition, and proficiency levels.

Assurances

EL students in TASD will have equal access to all extra-curricular activities (clubs, intramurals, counseling, field trips, etc.).

TASD will integrate EL students with same-age peers

TASD will integrate EL students with regular education students.

TASD will utilize and implement the same behavioral supports for EL learners as all other students.

TASD will provide ELs with access to an assigned counselor.

TASD will collaborate with family/guardians to support all academic and linguistic development of the student.

TASD will provide interpreters or translations for communicating with parents either face-to-face or in writing, when warranted or requested.

Program Evaluation

Each year, the PEEL Coordinator and ELD team will conduct a comprehensive review of the program, focusing on legislation changes, best practice updates, EL progress, and regulations. As part of the annual review of the program, the PEEL Coordinator will send a parent survey home for feedback.

Annual Reporting

Each year the PEEL Coordinator will compile a report to present at a community Board Meeting about the number of students served by the PEEL and their progress.

Complaint Process

If anyone feels that this Plan is inaccurate or does not follow state and federal regulations, or the Plan or EL's LIEP is not being followed, please contact the TASD Director of Curriculum & Instruction.

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Glossary of Acronyms and Terms

EL: English Learner – a student who is eligible for services to build English proficiency

English Proficiency –the ability to think, listen, speak, read, and write the English language like a native speaker of the language

ELD: English Language Development – the specific class ELs take with a certified Educating English Learners teacher, focusing on the ELD Standards to build English Proficiency

PEEL: Plan for Educating English Learners – the name of the Tyrone Area School District program for ELs

DOE or **PDE**: Department of Education – the group that produces policies, procedures, and protocols for Education in the state of Pennsylvania

HLS: Home Language Survey – the document every parent must complete when enrolling their child in a public school; it gathers information about what language is spoken in the home and by the child and/or his parents

PHLOTE: Primary Home Language Other Than English – a classification that says more than just English language is spoken in the home; some PHLOTES are eligible for ELD programs and some are not, depending on their English Proficiency

WIDA: a group of states that work together to follow the same guidelines and use consistent procedures for ELs

IEP: Individualized Education Plan – a legal document that outlines the academic and/or behavioral needs of a student who is identified as needing Special Education services

LIFE: Limited or Interrupted Formal Education – this designation is for students who have not been enrolled in a school for some period of time and are behind in their native and English skills

Preferred Language: Even if they know some English and regardless of their child's EL status, the language a parent feels most comfortable communicating in

LIEP: Language Instructional Educational Plan (program) – the education model used by the school or district to teach ELs the English language and/or the plan in place for an individual EL to ensure the increase of their English proficiency

EL-Specific English-Only instructional model – this is a teaching model for ELD programs in which the EL has a separate class for ELD instruction, with or without other ELs; the teacher is certified to teach ELs and only speaks English

Mixed Classes with English-Only instructional model – this teaching model has ELs integrated

into content area classes with non-ELs and regular content area teachers (not certified in ELD); the teacher speaks only English and provides accommodations, adaptations, scaffolds, and other supports to help an EL improve their English proficiency

Adaptations – changes made to the classroom and/or class materials to make them more suitable for the EL

Accommodations – changes made to the classroom environment and/or way of doing something to make sure the EL can participate in the class

Scaffolds – supports that help an EL work on classwork at a high level but still accessible despite a language barrier

Language Acquisition – a six stage process a person moved through to learn a new language

Reclassification – a change in an ELs educational program when he has demonstrated English Proficiency at the highest level

FEL: Former English learner – the status of a student who once received ELD services and/or was in an ELD program but has exited because of demonstrated English proficiency at the highest level

Appendix B

Explanation of PEEL Personnel Roles

PEEL Coordinator: Program for the Education of English Learners Coordinator – This TASD administrative team member is ELD certified and oversees the operation of the PEEL.

ELD Teacher: This teacher is the English Language Development teacher. He/she is certified to work with ELs and teach an ELD class. They also oversee the ELs' progress in content area classes.