

**Hazleton Area School District**

# **English Language Development Program Guide**

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# TABLE OF CONTENTS

Important Terms.....	3
Mission Statement.....	4
The ELD Program Description.....	4
ELD Program Philosophy.....	5
ELD Goals.....	6
District Enrollment Procedures.....	6
Student Identification and Assessment.....	7-8
ELD program Scheduling Guidelines.....	8
ELD Program Models.....	9
Special Education Guidelines for ELs .....	10
Program Reclassification Procedures.....	10
Program Opt-Out.....	11
ELD Certification of Staffing.....	11
Grading Policies .....	11
Immigrant, Refugee, and Migrant Students.....	12
References.....	13

## Important Terms

### **ELD:** English Language Development

Refers to **the program** in which English Language Learners are instructed in the use of the English language.

### **ELL:** English Language Learner/ **EL:** English Learner

Refers to the student who has been assessed and found to be in need of ELD instruction.

### **LEP:** Limited English Proficient

The previous term for ELLs or ELs. Changed because it focuses on the *limits* of these students; however, it is still commonly used in district, state, and government documents.

### **Mission Statement**

**The mission of the ELD program of the Hazleton Area School District in cooperation with the Luzerne County Intermediate Unit 18 ELD Consortium is to provide all the students in a culturally integrated environment with a mastery of Basic English skills: listening, speaking, reading, and writing, so they can perform their roles as active and productive citizens.**

### **The ELD Program Description**

**The ELD Program is a component of the Language Instruction Educational Program (LIEP) and is not a supplemental service. ELD takes place throughout the day for ELs (English Learners) and is delivered by both teachers who are ESL Program Specialists and non-ESL Program Specialists.**

**Therefore, parental permission is not required to assess or place a student in the program; however, at parent request, students have the right to opt- out of the ELD Program while still receiving classroom accommodations and support as needed. These students are also closely monitored for further assistance.**

## **ELD Program Philosophy**

**The Philosophy of the ELD Program of the Hazelton Area School District is based on the following principles:**

- 1. Language acquisition takes approximately one to two years for conversational skills and five to seven years for academic skills.**
- 2. The student's previous experience and knowledge are necessary tools for English language acquisition.**
- 3. Language proficiency is acquired through active, functional, and meaningful participation.**
- 4. The ELD curriculum must reinforce the general education curriculum to assure students are supported in their language acquisition.**

## **ELD Goals**

1. To facilitate English language acquisition through communications skills of listening, speaking, reading, and writing.
2. To help students learn to use English effectively to participate and succeed in social and academic settings while accessing challenging academic standards.
3. To provide educational experiences that will prepare students to complete high school and to enter institutions of higher education and /or the workforce.
4. To orient students and their families to the school and the community.
5. To facilitate the acculturation process by exposing students to the customs, traditions, and behavioral expectations of their new environment.
6. To encourage students to continue to value and celebrate their cultural heritage, and maintain their native language.

## **District Enrollment Procedures**

English learners must be enrolled upon presentation of a proof of age, residency, and immunization, as readily available. Subjecting any student to scrutiny that is not part of the normal enrollment process is discriminatory and may place the school district / charter school at risk for legal action.

**Note:** Students are not required to provide social security numbers or immigration status as a condition for enrollment and may not be denied enrollment as a result. Students who are refugees, homeless, or otherwise displaced will be enrolled and their academic needs met.

(For more details, please see Enrollment of Students BEC at <http://www.pde.state.pa.us>)

## **Student Identification and Assessment**

The school district administers a Home Language Survey (HLS) to all students as required by the Office for Civil Rights (OCR). The results must remain in the student's permanent record folder until graduation. For those students whose primary language is other than English (PHLOTE), the district determines the student's English language proficiency level and eligibility for the program. At this time, parents are notified of the program options, and students are appropriately placed.

English language proficiency levels are assessed through a variety of measures:

1. Results of HLS;
2. Results of formal English Proficiency –WIDA Screener 1-12 or WIDA Screener for Kindergarten.
3. Reports from the student's prior school (i.e. report cards, and/or standardized test results)
4. When the District receives transcripts from schools out of state, the student must be placed according to their age, and then his/her proficiency level will be determined.

If a student is found to qualify for the ELD Program, instruction will be provided at the appropriate level for the English Learner (EL).

ELs should be placed in a grade level that is appropriate according to age. Initial placement in a grade one year behind the chronological age due to an English language deficiency is not appropriate.

The proficiency test determines the initial placement and level of language acquisition of the district's ELLs; however, ELD teachers have the flexibility of readjusting an ELs level of instruction based on observation and classroom performance.

Students are grouped according to age and language proficiency in the ELD classroom.

The total number of hours of ELD instruction varies according to student's needs and language proficiency level. The ELD Program Specialists (teachers) focus on language strategies and literacy, as they consider the Pennsylvania English Language

Development Standards for proficiency in Reading, Writing, Listening and Speaking of English. Instructional materials used include a content series aligned to Pennsylvania’s Common Core Standards for Education and are chosen for the EL’s grade level, abilities, and language proficiency needs.

*Textbooks and Supplemental Instructional Materials include:*

- National Geographic Series for English Learners- Our World, Impact, Edge, Great Writing, and Time Zones
- Online language support programs are accessible for all ELs in the Entering and Beginning stages of language development.
- Imagine Learning Reading and Math Programs for additional skill development are utilized daily in all ELA and / Math classes for remediation of skills.

**\*\*Referrals to the ELD services are to be made by the ELD Test Coordinator and /or guidance counselors to the ELD Program Specialists (teachers).**

### **ELD Program Scheduling Guidelines**

District ELD instruction is based on the following guidelines:

Entering	Level 1	Grades K-12	Approximately 45 minutes per day
Beginning	Level 2	Grades 1-12	Approximately 45 minutes per day
Developing	Level 3	Grades 1-12	Approximately 45 minutes per day
Expanding	Level 3.5	Grades K-12	Quarterly monitoring in collaboration with content teachers



## ELD Program Models

The Hazleton Area School District's ELD Program uses the following recommended instructional models:

### **Mixed Classes with English Only Support**

### **EL-specific English Only Instruction**

#### ***ELD Pull-Out –Designed as EL Specific English only Instruction***

ELD Program Specialists (teachers) meet with students outside the content classrooms to receive direct instruction in language acquisition through reading, writing, listening, and speaking of English. The EL remains in the content subjects immersed in all-English academic instruction for the rest of the school day.

ELD program Specialists (teachers) provide ELD instruction in an ELD classroom for students in 7<sup>th</sup> through 12th grades, levels 1-4.

#### ***ELD Push-in- Designed as EL Specific English only Instruction***

ELD instruction for ELs occurs in content area classrooms with certified teachers in collaboration with the ELD Program Specialist (teacher) through progress monitoring. (Levels 4 K-6)

### ***Sheltered English Instruction***

**Sheltered English Instruction Grades 9-12-** In addition to the ELD class, Sheltered English Instruction is provided in grades 9-12 to all ELs levels 1-4.

**Sheltered English Instruction at the Elementary Newcomer Center-** To qualify for the Elementary Newcomer Center, students must meet the following criteria:

- Students must have no previous United States Public School experience.
- Students must score below a 1.9 on the WIDA Screener
- Appropriate placement of IEP students who meet the previous criteria must be approved by the Special Education Department.

## **Special Education**

Students who are English Learners may be qualified for Special Education services once it has been determined that the disability exists, and that this disability is not solely due to lack of appropriate instruction or language proficiency in the English language. The procedures and timelines for determining services and the IEP must be followed. All ELs eligible for Special Education services must continue to receive ELD services at their appropriate language proficiency and developmental levels. Both the ELD Program Specialist and the Special Education IEP Team will determine the appropriate level of instruction (i.e. including the amount of ELD services under related services in the student's IEP). There is no waiting period for making a disability determination of an EL.

## **Program Reclassification Procedures**

Pennsylvania's required reclassification criteria takes into consideration the levels of the direct instruction and the periodic review of the student's English language proficiency level as well as academic performance. Students must be administered The WIDA ACCESS 2.0 for ELs Assessment (state mandated annual test) to determine the student's proficiency level.

### **Reclassification and Exit Criteria**

Once ELs attain English proficiency as defined in the state's reclassification procedure, they must be reclassified as former ELs. The academic progress of former ELs will be actively monitored by district personnel for a period of two (2) years after reclassification. The LEA will also report the progress of ELs reclassified for an additional 2 years to PDE.

## **Program Opt-Out Policy**

Upon enrollment into the ELD Program or anytime afterwards, a parent of an EL has the right to Opt-Out of the ELD Program. Parents are given the PDE Form to refuse ELD services. Parents will be notified quarterly of their child's progress in the academic content areas and given an opportunity to continue refusal or voluntarily re-instate the student back into the program. A Parent Reinstatement Request Form must be signed and kept on file.

If an EL opted out of the program, all accommodations and annual testing will remain for the student. ELD Program Specialists assigned to that student will monitor progress and keep parents informed.

## **ELD Certification of Staffing**

All English Language Development instructors are certified as English as a Second Language Program Specialists K-12 and hold an Instructional I or II certification in the grade band that they teach.

## **Grading Policies**

ELs must be graded on modified objectives within the curriculum as well as on their demonstration of English language proficiency. ELs must be graded using the same grading system as all other students. The classroom teacher and the ELD teacher will collaborate to incorporate accommodations for teaching and assessing students using the WIDA-Can-Do Descriptors where curricular accommodations need to be made. Evaluating ELs the same way as Native English-speaking students is inappropriate. EL students can be assessed using a variety of accommodated methods such as removal of time constraints, chunking strategies, projects, drawings, poster presentations, oral exams, open-book tests, take-home assignments, etc. Accommodations should be documented.

## Immigrant, Refugee, and Migrant Students

### Immigrant:

An **immigrant student** is a student who:

- is age three through twenty-one;
- was not born in any state (in the United States);
- has not been attending one or more schools in any one or more states for more than three academic years.

### Refugee:

A **refugee student** is anyone who has left his/her country in fear of persecution and is seeking political asylum.

### Migrant:

A **migrant student** is the child of a migrant worker. These students' education is frequently interrupted because of the parent's mobile lifestyle.

A migrant worker is anyone who has crossed school district lines in the last three year in search of employment in such areas as seafood, meat, packing, construction, and agricultural related jobs. The population is highly mobile and follows these seasonal jobs across regions and states.

**If an ELD student is determined to be immigrant, refugee, or migrant according to these definitions, they must be identified as such and kept on record within the school district and additional services may be provided.**

## **REFERENCES:**

<https://www.education.pde.pa.gov>

### **State Regulations:**

**22 Pa. Code §4.4**

**22 Pa. Code §11.11**

**22 Pa. Code §11.12**

**22 Pa. Code § 4.26**

**22 Pa. Code§ 4.14**

### **Federal Statutes:**

**Civil Rights Act 1964, Title VI**

**Equal Opportunities Act 1974**

**The Elementary and Secondary Education Act (ESEA)**

**The Every Student Succeeds Act (ESSA)**

**Castañeda v. Pickard, 648 F. 2d 989 (1981)**

**Lau v. Nichols, 414 U.S. 563 (1974)**

**Plyer v. Doe, 457 U.S. 202 (1982)**

**Certification and Staffing Policies and Guidelines (CSPG) No. 68**

**The Hazleton Area School District does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to all designated youth groups per the Boy Scouts Act. Inquiries regarding the non-discrimination policies may be directed to the Title IX Coordinator at (570) 459-3221 ext. 81566 or the Section 504 Coordinator at (570) 459-3111 ext. 3155 at 1515 West 23<sup>rd</sup> Street, Hazle Township, PA 18202.**