

Ferndale Area School District



ESL Program and Guidelines

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ESL PROGRAM AND GUIDELINES

1. PROGRAM GOALS AND OBJECTIVES

Educational Theory and Approach

A student whose Parent/Guardian have listed any language other than English on the Home Language Survey will be assessed using the W-APT and placed in an appropriate ESL program. This instruction will take place in the intensive ESL classroom and the content classroom with adaptations/accommodations appropriate for the child's English proficiency level. The intensive ESL classroom focuses solely on English acquisition.

Plan of Action

1. In the ESL class, English will be presented as the language of instruction in a language-intensive setting. Basic Interpersonal Communication Skills (BICS) as well as Cognitive Academic Language Proficiency (CALP) will be developed in Listening, Speaking, Reading and Writing skills.
2. In the content classes, ESL students will participate to the level of their English proficiency with adaptations and modifications made by the content teacher with the ESL teacher acting as a resource.

Educational Goals

1. Students will be provided with quality instruction in all components of ESL instruction: Listening, Speaking, Reading, Writing.
2. Students' English competencies in the four skill areas mentioned above will be developed to ensure that students can ultimately function independently in the classroom, school environment, and the community at large.
3. Content classroom teachers and other school personnel will be assisted in addressing the needs of Limited English Proficient (LEP) students.
4. Communication with parents and the community utilizing TransAct will be facilitated regarding the student's educational program enabling the student to adjust to the second language, the school system, and the culture.

2. STUDENT AND PARENT ORIENTATION PROCEDURES

The district will inform parents of ESL students of all school matters of which other parents are notified. Written notices will be translated by district utilizing TransAct. Interpreters will be provided for parent conferences, as needed. Efforts will be made to ensure that communication is carried out in the home language. The IU 8 maintains a list of all staff or community contacts who may be able to act as translators or interpreters. An ESL orientation program for parents and students will be arranged as needed.

3. IDENTIFICATION AND PLACEMENT

Identification and Assessment of PHLOTE Students (PHLOTE - Primary Home Language Other Than English)

Upon entrance into the FASD, all students will be given a Home Language Survey (HLS) to be completed by a parent or guardian at the time of registration. (Appendix A: HLS).

When a language other than English is indicated on the HLS, the ESL Coordinator will be notified. The original HLS will be kept in the student's cumulative folder. The student has now been identified as a PHLOTE student. The W-APT will be used to assess the PHLOTE student's proficiency in speaking, listening, reading and writing English. The W-APT will be administered and scored by a certified ESL teacher.

According to the results of the W-APT test, the student will be placed into ESL classes according to PDE's Basic Educational Circular regarding ESL students (Appendix B: BEC).

Documentation of the language assessment results and placement determination will be maintained in the student's cumulative folder.

Exiting ESL Students

Students will be exited according to PDE guidelines and monitored for 2 years after exiting the ESL program.

4. INSTRUCTIONAL PROGRAM

Program Design

Daily ESL direct instruction will be provided to each ESL student in the program. The student's instructional time will be determined based on the student's proficiency levels. When not receiving ESL instruction, the students will participate in all classes/activities with age level peers with adaptations/accommodations as needed.

The ESL students in FASD are not denied participation in any school sponsored activity for any reason. The FASD mandates modifications and adaptations of instruction for all ESL students in the content classroom.

In addition, FASD mandates that instructional materials for ESL students are: age and grade appropriate, sufficient in quality and quantity, and comparable in quality and quantity to those provided to non-ESL students. Materials are ordered for each individual building on a yearly basis. Furthermore, the ESL programs are equipped with technology comparable in quality and quantity to that provided to non-ESL students. Every attempt will be made to align planned instruction with the Pennsylvania Academic Standards in Reading, Writing, Speaking and Listening.

FASD provides its ESL programs in facilities that are comparable to those provided to non-ESL students in size and facilities. Where space is limited, the district explores options based on current resources.

5. STUDENT PARTICIPATION IN RELATED AND EXTRACURRICULAR ACTIVITIES

As stated above, the ESL students in FASD will not be denied participation in any school related activity for any reason. ESL students will receive equal access to all district programs. Furthermore, ESL students will have equal opportunity to participate in all extracurricular and nonacademic activities that are available to other students.

6. PUPIL PERSONNEL SERVICES

Counseling

All ESL students in FASD will have access to the same counseling services as their grade level peers. If necessary, attempts will be made to provide counseling services with the assistance of an interpreter.

Special Education and Other Related Services

FASD does not place any student in a special education program based on his/her limited English proficiency. The guidelines and time frames for Special Education are the same for both ESL and non-ESL students in accordance with the Individuals with Disabilities Education Act (IDEA).

Additionally, tests are administered in English and/or the student's native language, depending on the dominant language of the student, if possible. Student referrals are made in collaboration with the ESL teacher and the content teacher(s). All special education documents are sent home in the parent's native language.

Parents are notified of the results of the Evaluation Report (ER) in their native language. Based on the ER results, when an ESL student has been determined to need special education instruction, an Individual Educational Plan (IEP) is written for that student. The services and programs which will address the student's needs are found in the IEP. The multi-disciplinary team, which develops the IEP, consists of the ESL teacher, the special education teacher, parents/guardian, LEA, content teacher, and the psychologist. At the meeting to develop the IEP, translators are present to assist the parents in understanding the process as well as to enable the parents to have input in the IEP decision process.

ESL students identified as special education students continue to receive ESL program services in addition to the special education services. ESL instruction is given by the ESL teacher, and special education services are given by appropriately qualified special education teachers.

ESL eligible for gifted services will be assessed and placed according to the guidelines of Chapter 16 of the Pennsylvania Code. A psychologist will administer the testing instrument. The gifted test will be administered in English or the student's native language if possible. An ER and a GIEP will be developed in the same manner stated above for the Special Education student.

7. STAFF DEVELOPMENT RELATED TO PROGRAM

The ESL teachers in the FASD will have training in second language methodology and techniques. Staff development will be supplied for FASD teachers in providing adaptations/accommodations needed for the ESL student in the content areas. These needs will be addressed by the district's Act 48 staff development and ESL committees.

8. COMMUNITY INVOLVEMENT

As with other elements of the district's strategic plan, ESL program planning will be carried out by a committee of district administrators, teachers, parents and students. The superintendent will appoint a district employee to chair the committee and serve as the district ESL coordinator. The program will be evaluated and revised if needed by the committee.

Complaints of the ESL program will be submitted to the district ESL coordinator. If necessary, the ESL coordinator will inform the committee which will address the complaint and resolve it in an equitable and expedient manner. All complaints will be investigated first by the ESL coordinator and then by the committee if the coordinator deems it necessary.

Communication with students' homes will be carried out via mailings, telephone and visits. ESL parents will receive the same correspondences as parents of all students. Every effort will be made to conduct communications in the parents' home language.

9. PROGRAM EVALUATION PROCEDURES

When we have ESL students, the district will conduct a comprehensive evaluation of its ESL program annually. The formal evaluation will examine and make recommendations regarding the following:

- a. Program effectiveness with respect to the identification, assessment process, exiting, monitoring, staffing, parental notifications, and adequacy of facilities and instructional materials;
- b. The rate of students' progress towards full proficiency in English;
- c. Whether students in the ESL program are fully participating successfully in the school's academics and extracurricular activities and to ensure that the students in the ESL program have access to all of the District's programs, including vocational education and special education.