

SECTION: Programs

TITLE: **Philadelphia Electrical & Technology Charter High School**

English as a Second Language Board Policy (Revised August 2021)

It is the policy of the Philadelphia Electrical & Technology Charter High School (PE&T) to provide all students an equal access to quality education, including those whose dominant language is not English and who are learning English as a second language (ESL). PE&T will provide assistance through an appropriate planned instructional program to enable limited English proficient (LEP) students to progress academically while they are learning English.

Purpose:

The purpose of this program is to help LEP students to attain English language proficiency in the areas addressed by the **ELD Standards**:

Pennsylvania English Language Development Standards

Standard 1. English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Standard 2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Standard 3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Standard 4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Standard 5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

Authority: Title 22 Section 4.26 Castaneda v. Pickard, 1981

PE&T 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. The program shall meet the three-pronged test of compliance: (1) sound research-based educational theory (2) sufficient resources and staffed by appropriate personnel, and (3) periodic program evaluation.

Students eligible for LEP services will be placed in our ELD (English Language Development) course which is 48 minutes daily (70 minutes daily when on a block schedule) in addition to their traditional English subject area course.

ELD is a supplemental course (credited as an English elective) that will be available to all identified students as determined by appropriate assessments and consideration of multiple criteria. It will be provided to all identified students until English proficiency is achieved.

Authority: Title 22 Section 4.13 (c) (7) 24P.S. 12-1205.1 and 49.16-17

The Board shall include provisions for appropriate professional development for all stakeholders in its professional development plan.

ESL coordinator and teacher will annually attend professional developments offered by the PA Department of Education. ESL coordinator/teacher will conduct an annual professional development for teachers and administration about the LIEP program, identification of current and exited ELs, and provide suggestions on best practices for teaching ELs in their general curriculum classes.

Civil Rights Act of 1964 – Title VI P.L.103-328 Basic Education Circular April 14, 2009: Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL)

Identification of English Learners

The Board shall establish procedures for identification of students whose dominant language is not English. In the LEA of residence, the Home Language Survey shall be completed for every student by his/her caregiver(s) and filed in the students' permanent record folder. For students whose native language is not English and for whom background and/or additional evidence warrants formal assessment of the student's English proficiency level, the LEA of residence will administer the required proficiency assessment and consider multiple criteria to determine the need for English as a Second Language instruction.

At PE&T, the procedure for identification and placement of ELs is as follows:

- Identify newly enrolled students within 30 days of the start of the school year, or within 14 days after enrollment during the school year.
- View all incoming students' Home Language Surveys and identify those students who list a language other than English.
- Request records from previous school; specifically request ACCESS test scores from previous year if the student was already an identified EL.
- If a student has a current ACCESS composite score below 5.0, they continue to be identified as an EL and placed in the appropriate ELD course.
- Parents of potential ELs who do not have previous ACCESS records will complete an interview with the EL Coordinator. Factors such as previous placement in LIEP, grades of B or above, PSSA or Keystone Exam scores, will be considered before screening for language proficiency.
- Parents are informed of the students identification and placement in the LIEP. Parents are also informed of their right to refuse additional ELD services.
- The EL must be identified in Powerschool and their LIEP information updated in Infinite Campus.

Fourteenth Amendment; Plyler v. Doe, 1882; Lau v. Nichols, 1974

Guidelines for the English Language Development Program

The ELD program shall be designed to provide planned instruction to meet each students' individual needs based on the English language proficiency level as identified through multiple criteria in reading, writing, listening, and speaking. Adequate content area support shall be provided while the student is learning English with a focus on both English Language Proficiency Standards and Academic Standards to ensure student achievement in both language and content. ESL curriculum will be aligned to PA English language arts standards and PA English language proficiency standards as an overlay to PA academic standards.

The ELD course is designed to increase student proficiency in the four areas of language: Reading, Writing, Speaking and Listening. The students read various genres of writing, critically think about those readings, write for various purposes and audiences, listen to and comprehend academic language and speak with confidence in front of their peers. Students use various texts: National Geographic Learning "Pathways" Second Edition; National Geographic "Perspectives", and *Grammar in Context 1, 2 and 3* by Sandra Elbaum. These texts and resources will introduce the academic language of social studies and science along with English. Content areas teachers are informed of each ELs language proficiency level and given a list of WIDA's "Can Do" Descriptors for what each ELL can be expected to understand and tasks they can be expected to perform at that level. Content area teachers have access to the ELD teacher as a resource and can consult with ELD teacher for suggestions to better help ELs in their classroom.

Castaneda v. Pickard, 1974; Certification and Staffing Policies and Guidelines (No. 68)

Staffing

A PA certified English teacher with a Program Specialist ESL Certificate shall provide the ESL instruction.

NCLB Title III 20 U.S.C . 6801 et. Seq.

Adequate resources and funds will be provided for the ESL program (e.g. staffing, professional development, assessments, etc.). Instructional resources shall be comparable to the resources provided for other core academic subjects. Title III funds, as allocated within the LEA/s budget, must be used to supplement the ESL Program. **Currently PE&T does not meet qualifications for Title III funds.**

Periodic ESL program evaluations will be conducted for the purpose of program improvement. Evaluations will be based on students making progress and attaining proficient levels of English as collected in PIMS. If ELLs are not progressing and/or achieving English language proficiency the program must be revised to ensure greater achievement.

Annual ACCESS Testing

All identified English learners will take the ACCESS 2.0 (or Alternate ACCESS if deemed appropriate) annually to determine current language proficiency levels.

Parents will be notified in their preferred language at least one week prior to testing.

Process implemented for Reclassification as suggested by PDE:

An ELs must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS 2.0, and gathered by teachers using standardized language use inventories. Using the following system, the ACCESS 2.0 and the language use inventory together produce a single score. If that score exceeds the state-defined threshold, then the student is eligible to be reclassified.

The EL coordinator will select the content area teacher(s) to complete the language inventories for ELs who they deem have the potential to be reclassified. Two language use inventories must be completed. An ESL teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete an inventory (e.g. students whose parents have refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL teacher regularly), both inventories may be completed by content teachers or teams of teachers. The two inventories do not need to agree. The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified. NOTE: In some cases, students who were not identified as likely to reach the ACCESS score threshold and for whom no language use inventories were completed will unexpectedly achieve a score exceeding the threshold. Language use inventories may be completed after ACCESS scores are released in these limited cases, but they must be completed prior to October 1 of the following school year. The reclassification window begins when ACCESS scores are published and ends on October 1 of the following school year. Before October 1, all ELs information must be updated in Powerschool; those who are being reclassified and in monitoring (monitoring years 1-4) must be updated by this time.

The language use inventories and rubrics to be used are found at

<https://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/English%20As%20A%20Second%20Language/Pages/Reclassification-and-Exit-Criteria.aspx>

ELs with Disabilities (taking the Alternate ACCESS for ELLS®)

ELs who are eligible for and take the Alternate ACCESS for ELLS® may be considered for reclassification when:

1. they achieve a score of at least P2 on two consecutive administrations of the test OR achieve the same score for three consecutive administrations of the test*, AND
2. the IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

ELs with Disabilities - taking the ACCESS 2.0 for ELLs®

An EL with a disability who has not met the criteria outlined above may be considered for reclassification if:

1. The student has an IEP, AND
2. The student has been continuously enrolled in an LIEP for at least four years, AND
3. The student's overall composite proficiency level score* on the ACCESS for ELLs® has not increased by more than 10% between any two years or total over the three most recent testing cycles, AND
4. The school has documented evidence** that the student has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP, AND
5. A school-based team recommends reclassification. See below for team composition and recommendation protocol.

* for students who cannot complete all four domains of the test as a direct documented result of their disability, an overall composite proficiency level can be calculated with fewer than all four domains by using the tool provided on the Reclassification, Monitoring, and Redesignation of ELs webpage.

** Documented evidence can include schedules indicating ELD instructional times, specific language supports used, ELD curriculum indicating areas of language instruction covered, language use evaluations based on WIDA rubrics or PA reclassification rubrics, modifications made to assessments, IEP addressing ELD instruction or language needs, etc.

Monitoring of ELs Post Program Exit

Students who exit the LIEP are actively monitored for two years post reclassification. Monitoring takes place at the end of each academic quarter and informally throughout the school year. Measures of student progress include grades in major subject areas (English, Math, Social Studies, Science), standardized test scores, and teacher observations.

Quarterly monitoring report forms are provided from the Pennsylvania Department of Education and used as guidance for monitoring student academic achievement and progress after reclassification. Teachers in the four major subject areas will evaluate and comment on the progress of each reclassified EL each quarter for a period of two years. The completed report form is evaluated by an ESL professional

in collaboration with other administrators and educators and must be maintained in the student record folder.

The primary purpose of the quarterly monitoring form is to monitor a former EL's academic achievement after reclassification and to ensure that he/she is continuing to progress and be successful without added support in the area of English language development.

If it is determined during the active monitoring phase that an EL is struggling academically as a result of persistent language barriers, then the EL coordinator, EL teacher and guidance counselor will meet along with two major subject area teachers to discuss whether the student is struggling as a result of persistent language acquisition needs and not other reasons such as academic needs. If language acquisition needs are determined to be the reason then the student will be reclassified as an active EL and re-enrolled in the LIEP. Former ELs who have been re-designated as active ELs must meet the state-required criteria to be reclassified as FELs. In cases such as these, the monitoring process starts over from year 1 upon the second reclassification.

NCLB Title I 20 U.S.C 6301 et seq.

Keystone Assessments

LEP students will participate in the Keystone assessments and other large scale assessments with appropriate accommodations. Formative assessments will align to the academic standards and English language proficiency standards and ELs will be graded with the same grading system used for all students. ELs will not be retained in a grade based solely on a lack of English proficiency.

ELs will participate in the Keystone Literature, Keystone Algebra I and Keystone Biology with the school population. The following accommodations are approved by PDE and may be considered; these accommodations are voluntary and not mandatory:

1. Word-to-word translation dictionaries, without definitions and without pictures for Keystone Algebra I and Keystone Biology; not for any part of the Keystone Literature Exam. Electronic word-to-word dictionaries may be used; devices with internet access must be disabled.
2. Qualified interpreters/sight translators for Keystone Algebra I and the Keystone Biology only; not for any part of the Keystone Literature Exam.
3. Spanish/English Keystone Algebra I and Biology Exams.

School personnel should consider the students familiarity with the accommodations being used. Current accommodations used in day-to-day instruction and assessment are appropriate. New accommodations unfamiliar to students should NOT be introduced to students for the first time when they are taking the Keystone Exams.

All accommodations should be documented in the student's file and recorded on the accommodations section of the Keystone Exam.

Exited students (former ELs) are not eligible for the accommodations available to ELs.

Equal Education Act of 1974

Equal Access

Students shall have access to and should be encouraged to participate in all academic and extracurricular activities available to PE&T students. ELs can participate in any extracurricular activity PE&T has to offer. Being classified as an EL does not prohibit them from participating in any school activity.

NCLB Title III 20 U.S.C. 6801 et seq. Basic Education Circular April 14, 2009; Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL)

Communication with parents shall include information about placement, assessment, academic achievement, and other related education issues, whenever possible, in the mode and language of communication preferred by the parents.

Parents of ELs can request school communication to be received in their home language. PE&T will use TransAct (online document translation service provided by PDE) to provide general education forms in the parents' (or guardian's) native language.

When attending conferences with school personnel, a translator in the parents'/guardian's native language will be provided by PE&T as deemed necessary.