

Franklin Towne Charter High School

English Language Learners Policy

FTCHS provides for the education of students whose dominant language is not English in accordance with the Every Student Succeeds Act, 20 U.S.C. § 6301 *et seq.* (ESSA), 22 Pa. Code § 4.26, and Pennsylvania Department of Education Basic Education Circular, July 1, 2001: Educating English Learners (Reviewed and updated July 1, 2017) (the “2017 BEC”).

It is the policy of FTCHS to provide all students whose dominant language is not English with equal access to quality education. This policy is developed for the purpose of facilitating student achievement of English proficiency and the academic standards under 22 Pa. Code § 4.12 in accordance with the directives contained in ESSA and the 2017 BEC.

I. EL Program Goals and Philosophy

Franklin Towne Charter High School prepares EL students to integrate both academically and socially into the mainstream school community. This is accomplished by fostering in second language learners a sense of pride in the work they complete, in both English and in their native language. To reach this goal, EL students need specific instruction and time to make connections between their first language and English.

FTCHS will work to meet the range of needs our EL students present. These needs vary as populations of EL students are diverse in number, academic background, and native language spoken. FTCHS teaches beginners basic English communication and literacy skills, and the English Language Department is dedicated to ensuring that all EL students are guaranteed meaningful access to the entire curriculum. Additionally, FTCHS works to ensure EL students’ equitable access to extracurricular activities.

The LIEP at FTCHS will:

- Be aligned to state academic content standards for the appropriate grade level of the EL students;
- Include English language development (“ELD” instruction delivered by properly certified teachers;
- Incorporate the use of the PA English Language Development Standards (“PA ELDS”);
- Provide equitable access to content for ELs at all language proficiency levels by providing researchbased bilingual or sheltered instruction with fidelity; and
- Not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible.

These elements will be incorporated into the entirety of an EL student’s daily instructional time.

FTCHS is committed to appropriately providing for the LIEP, and commits to (1) employing an adequate number of properly licensed ESL teachers; (2) ensuring that there is a sufficient amount of time for ESL teachers to collaborate with content teachers in order to ensure that content is made accessible to ELs and to monitor the progress of ELs in content classes; (3) purchasing and maintain specialized materials to support ELs; (4) ensuring that the LIEP is provided with the same resources as other academic programs at FTCHS; (5) and providing for adequate professional development for all staff working with EL students.

EL student success is measured in terms of their rate of English language acquisition using PA state benchmarks and FTCHS’ academic performance standards. FTCHS will use a variety of educational approaches designed to meet the fundamental educational goals of:

- Providing appropriate academic models and instructional support to assist EL students in order that they may meet the same, high academic standards required of all students
- Building confidence and motivation in EL students to learn and use English so they will become proficient in speaking, reading, writing and understanding the language
- Enhancing EL students’ abilities and opportunities to meaningfully participate in all aspects of FTCHS.

In achieving these overriding goals, FTCHS uses specially trained and certificated EL staff to:

- Appropriately identify, assess, and place EL students.
- Notify parents in a language they can understand of: EL services available to EL students, school activities, special meetings and events, student progress reports, and extracurricular activities, in order that they can make well-informed decisions about their children's participation in FTCHS' programs.
- Provide appropriate assistance, intervention, and referrals for behavioral and other issues that negatively impact EL student achievement.
- Monitor EL student progress and continued academic success after reclassification as non-EL.
- Facilitate parent and community involvement in schools.
- Provide a process for ongoing evaluation and improvement of services to ELs.

II. Educational Approaches:

FTCHS' plan for the provision of services to EL students is designed to ensure the English language development of EL students and to make certain a lack of English proficiency will not constitute a barrier to receiving the same services, access to programs, and quality of education provided by the charter school to all students.

ELD instruction taught by a certified ESL instructor will not replace ELA instruction in a student's academic program at FTCHS.

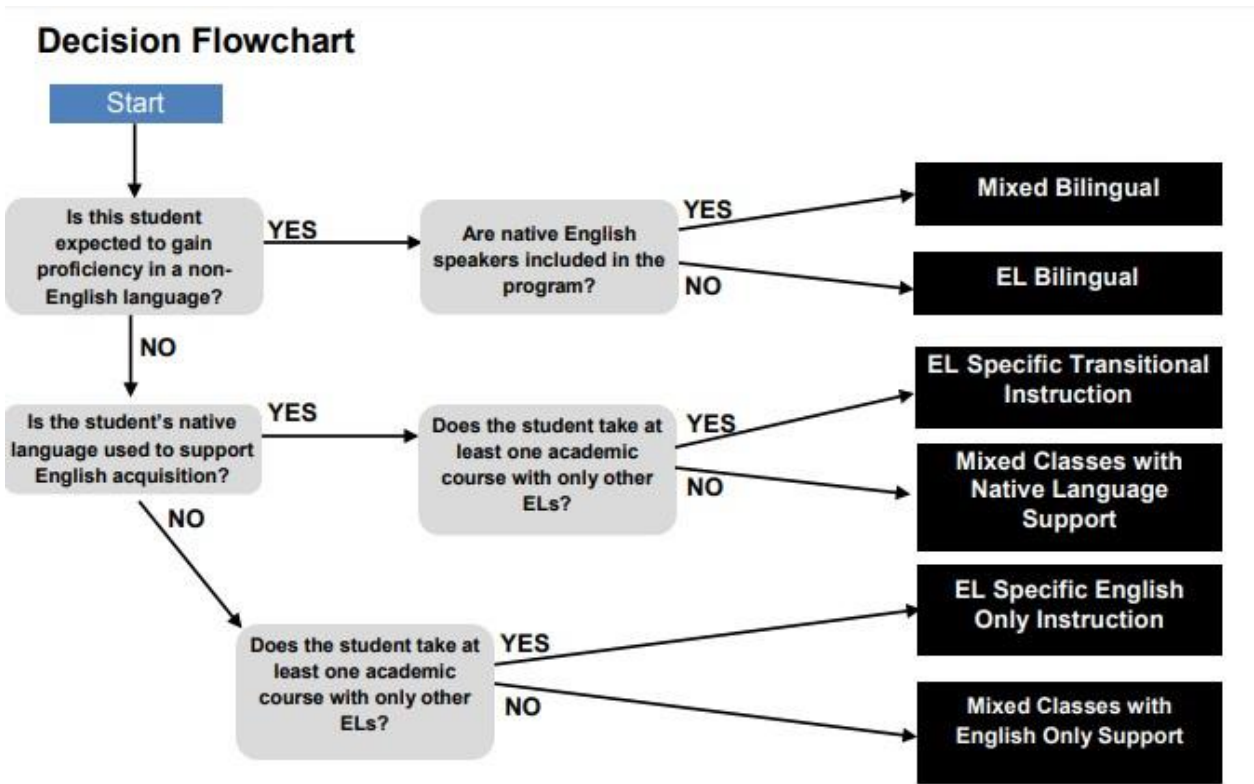
EL instruction in FTCHS involves a variety of approaches which research shows to be effective in facilitating English language development with second language learners. Approaches used may include a combination of those outlined and depend on the needs of EL students.

New LIEPs	Definition
EL Bilingual	<p>Language Focus: Students should gain proficiency in both their native language and English with at least some instruction provided in the native language.</p> <p>Class Composition: ELs share the same native language</p>
Mixed Bilingual	<p>Language Focus: Approximately equal focus to English and a partner language, including content instruction in the partner language</p> <p>Class Composition: ELs and non-ELs are placed together in the same classroom</p>
EL-Specific Transitional Instruction	<p>Language Focus: The student's native language is used to support English proficiency acquisition, but proficiency in a student's native language is not a program goal</p> <p>Class Composition: ELs only</p>
Mixed Classes with Native Language Support	<p>Language Focus: The student's native language is used to support English proficiency acquisition, but most instruction is provided in English. Support could be provided either inside or outside of the regular classroom.</p> <p>Class Composition: ELs and non-ELs are placed together in the same classroom</p>
EL-Specific English-only Instruction	<p>Language Focus: English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support</p> <p>Class Composition: ELs only</p>
Mixed Classes with English-only Support	<p>Language Focus: English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support. Support could be provided either inside or outside of the regular classroom.</p> <p>Class Composition: ELs and non-ELs are placed together in the same classroom</p>

Decisions as to which educational approach(es) is used, and what portion of time is allocated to each component, are made collectively with input from the Principal, Assistant Principal, School Psychologist/EL Coordinator, Special Education Coordinator, EL teachers (if applicable), EL consultants (if applicable), and mainstream teachers.

Counselors, EL and mainstream teachers, parents, building administrators, and the School Counselor/EL Coordinator may be involved in making decisions regarding the academic program of particular students.

The team outlined above will utilize the following flow chart when making programing decisions:



FTCHS’ Academic Committee reviews the EL program design to be certain it includes a purposeful plan for English language development and appropriate access to the entire instructional program.

FTCHS is committed to providing ongoing staff development focused on educating staff on instructional methodologies specific to English language development and cultural considerations specific to EL student populations and their families on an as needed basis.

III. Identification of the Primary Language other than English

Within the first 30 days of school (or within 14 days of enrollment if a student enrolls after the first day of school) FTCHS will identify ELs at the time of enrollment, notify parents of the identification and programming options, and appropriately place ELs into the LIEP.

All students registering at FTCHS are required to complete a Home Language Survey. Families registering students whose first language is other than English, or who speak a language other than English at home or with friends, or who has previously been in an EL or bilingual program in school, or whose parents need the services of an interpreter for meetings are asked to notify the FTCHS through the Home Language Survey.

Students who indicate a Primary Home Language Other than English (PHLOTE) are administered the W-APT unless they have records of a final grade of B or better in core subjects (math, language arts, science, and social studies) AND scores of Basic or better in ELA and math on the PSSA or equivalent out-of-state assessment. Certified ESL instructors will review student academic records for the above evidence, and will be responsible for administration of the W-APT.

FTCHS will notify parents in a timely manner of the EL identification process, the results of the process, and the recommended programming placement. If a student is found eligible, FTCHS will communicate to parents a description of the LIEP, the intended benefits for their student, and an explanation of its effectiveness.

Parent permission to identify students as ELs is not required, however, parents of students who are eligible for EL services have a right to refuse this service. FTCHS recognizes that parent refusal must be informed and voluntary, and that it may not influence this decision in any way. Parents refusing EL services are asked to sign a Refusal of Services form. FTCHS will not make any program or placement decisions contingent on a parent's refusal of services.

As required by the State of Pennsylvania, FTCHS will record and update as necessary the school's Primary Home Language Other Than English listing. The PHLOTE listing will include the following items:

1. Student name
2. Student ID number
3. Country of origin
4. Spoken language
5. Document language
6. ESOL status (i.e., yes, no, exited)

IV. Assessment of LEP Students:

Periodic and Annual Assessments

Evaluation of EL students' English language proficiency is set at reasonable intervals in order to track student progress, maintain proper instructional placement, and comply with applicable legal standards contained in the Every Student Succeeds Act and Pennsylvania state regulations. In accordance with Federal law, all EL students will be administered the annual state English language proficiency assessment, ACCESS for ELLs.

The results of the ACCESS assessment will be used to measure students' English language proficiency and progress in each of the four language domains (i.e., reading, writing, speaking and listening/understanding). FTCHS will maintain ACCESS score results in EL students' permanent records.

EL students will participate in all other state-required assessments (e.g. PSSA) according to those testing guidelines.

In addition to the annual tests mentioned above, FTCHS will continuously monitor academic data directly from the student's EL instruction maintained in Infinite Campus, will administer IDEA IPT tests, and will administer other assessments to aid in EL students' acquisition of language.

ESL teachers and the designated EL Coordinator are responsible for ensuring that mainstream and core content teachers who work with a particular EL student are aware of the results of the all relevant assessments.

Dissemination of this information is accomplished by providing those teachers copies of proficiency test level summary sheets and individual student results. The summary sheets include indicators of the language competencies students can be expected to possess when they score at a given level of the IPT tests. Test results for students qualifying for placement directly in the mainstream are forwarded to the school secretary for inclusion with the student's cumulative file.

Grading/Retention of EL students

FTCHS will utilize the same grading system for ELs in content courses that is used for all FTCHS students. For ELD courses or instructional periods taught by licensed ESL teachers in an all-EL setting, FTCHS will utilize any appropriate grading system that meaningfully conveys information about student progress and/or achievement. Information will be communicated to parents on a regular basis via the ESL instructor and/or report cards.

An EL student will not be retained in a grade based solely on his/her lack of English proficiency. Retention will only be considered *after* it is established that the student was offered appropriate curriculum modifications and accommodations to instruction and assessment.

V. Staffing and Professional Development:

Staff hired as EL teachers meet all FTCHS requirements for hire. FTCHS ensures that teachers hold an Instructional I or II certificate and have appropriate certification to teach ESL classes.

Collaboration between the classroom teacher and the ESL teacher is a key component of the program. Content area teachers are also provided with professional education in modifying instruction for English Language Learners.

The Board of Directors shall provide budgetary resources for assessment, instruction, training, supervision, and materials for the ESL program. FTCHS incorporates ESL training into its professional development. The topics include but are not limited to: cultural information, second language acquisition, adapting/modifying classroom instruction, and appropriate assessment practices.

VI. Exiting:

In order to meet the required State exit criteria for Pennsylvania's English language instructional programs for ELs, FTCHS shall use both of the required exit criteria listed below. In addition, FTCHS will ensure that students meet one of the 2 additional exit criteria provided below to exit from an English language instructional program:

Required Exit Criteria:

1. Score of 5.0 on an ACCESS for ELs Kindergarten assessment (accountability score) or score of 5.0 on a Tier C ACCESS for ELs assessment.

Cutoff score flexibility is available in the following *Special Circumstances*:

- Following the grade and score criteria in the table below, the W-APT may be administered between June and September to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.

NOTE: The W-APT may only be administered to a student once in any school year.

Grade Level ACCESS Score Required W-APT Scores*

K	Cut-off score flexibility is not allowable for Kindergarteners
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

NOTE: A student must score 5.0 in each domain (listening, speaking, reading and writing).

A composite proficiency score will not be used.

- A score of PROFICIENT on the English Language Arts PSSA or Literature Keystone assessments can be used along with the other required criteria outlined in this policy (Required Exit Criteria #2 and Additional Exit Criteria #1 or #2) to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS. In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

2. Score of BASIC on the annual Pennsylvania System of School Assessment (PSSA) math or Algebra I Keystone AND English Language Arts PSSA or Literature Keystone.

NOTE: PSSA Cutoff score flexibility is available in the following *Special Circumstances*:

- For students that were administered a PSSA math and/or PSSA English Language Arts assessment in school year 2014-15 and did not score BASIC or higher, each of the remaining exit criteria must be met to exit (Required Exit Criteria #1, Additional Exit Criteria #1, Additional Exit criteria #2).
- For students that are in a grade that is not assessed with a PSSA or Keystone assessment, each of the remaining exit criteria must be met to exit (Required Exit Criteria #1, Additional Exit Criteria #1, Additional Exit criteria #2).
- For students that were opted out of participation in a PSSA or Keystone assessment due to a religious objection or conflict, each of the remaining exit criteria must be met to exit (Required Exit Criteria #1, Additional Exit Criteria #1, Additional Exit criteria #2).
- For students transferring from other states, the results of academic achievement assessments used for accountability in other states may be considered when the academic proficiency level is comparable to BASIC on the PSSA/Keystone assessments.

Additional Exit Criteria:

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
2. Scores on district-wide or local assessments that are comparable to the BASIC performance level on the math PSSA or Algebra I Keystone AND English Language Arts PSSA or Literature Keystone assessments.

An EL student may exit the program at any time during the course year once the above criteria are met. Documentation of all exiting decisions and assessment results will be filed in the student's cumulative folder.

VI. Post-Exit Monitoring:

Monitoring is required for two years after a student exits an ESL program and appropriate records of student progress will be maintained.

Monitoring may include any or all of the following:

- Periodic review of grades
- Local assessments
- Required state assessments
- Teacher observations

Teachers may offer support to monitored students as they would for any student seeking additional assistance with classroom work, instruction, or assessment.

Former ELs ("FELs") may be re-designated as active ELs if they struggle academically as a result of persistent language barriers. Licensed ESL instructors, in consultation with content course instructors, will meet and monitor the student's performance in order to determine whether the nature of the challenge for the former EL is language-based and not academic.

VII. Communication with Parents and Annual Notification Requirements

FTCHS will provide the following essential information to parents in a language or mode of communication that the parents understand:

- School enrollment instructions
- A description of the EL identification process and the reason that their child was identified as an EL
- Their child's current English proficiency level and a description of what that means
- A description of the LIEP
- Information explaining their right to refuse enrollment of their child in the LIEP
- A description of the criteria for reclassification and an expected timeline for achieving proficiency
- Notice required by special education laws and regulations
- Grievance procedures and notices of non-discrimination
- Student discipline policies and procedures
- Report cards and progress reports
- Notice of parent-teacher conferences
- Information regarding gifted and talented programs
- Results of the annual English proficiency assessment (ACCESS)
- Requests for parent permission for student participation in school activities
- Other information provide to native English-speaking parents such as invitations to join school-related councils or groups

If, due to the parents' language not being a common language it is not practicable for FTCHS staff to provide written translations of documents, FTCHS may use a cover page to explain to parents, in parents' language, how they may have the documents translated orally.

FTCHS will not rely on students, siblings, or friends for translations that require confidentiality (e.g. parent-teacher conferences, discipline, participation in special services, etc.).

Annual Notification Requirements

Parents of currently enrolled ELs at FTCHS must be provided with the following information within 30 days of the start of each school year:

- A notification of their child's continued participation in the LIEP;
- A description of the LIEP;
- A notification of their right to refuses services;
- A description of any Title III supplemental services being offered by the LEA and their right to refusal thereof (if applicable)

VIII. Reclassification for English Language Learners

ELL students 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 for ELLs, and gathered by teachers using standardized language use inventories.

Using the following system, the ACCESS for ELLs 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.

Reclassification: Per the Pennsylvania Department of Education (PDE) ELLs who meet the ACCESS (or Alt ACCESS) criteria and who have sufficient evidence from school are reclassified (exited) from the English as a Second Language (ESL) Program. There are two sub-processes here:

- General Reclassification
- Dual-Identified Reclassification (for ELs with IEPs)

General Reclassification:

- In order to be considered for reclassification, an EL 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.
- Evidence of this ability is demonstrated by the ACCESS test overall score and language use inventories (rubrics 1 and 2) completed by 2 teachers.

Dual-Identified Reclassification (ELs with IEPs):

- ELs with IEPs whose ACCESS or Alternate ACCESS scores have decreased or plateaued over the course of two or three years — indicating that they may no longer be benefitting from ESL programming — are eligible for dual-identified reclassification.
- Final dual-identified reclassification decisions are determined by ACCESS or Alternate ACCESS results and a school-based team's recommendation.

Monitoring of Former ELs: Per PDE Guidelines, ELs who have been reclassified need to be actively monitored for two years. This process involves reviewing reclassified students' progress in core academic classes, and making sure these students are not struggling.

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. If only one teacher can accurately complete the inventory (e.g. elementary classes in which the classroom teacher is ESL certified and provides both content and language instruction and there is no other teacher or administrator who can accurately complete the inventory), one inventory may be completed and the single score is multiplied by two. The two inventories do not need to agree.