



English as a Second Language Policy August 21, 2014

It is the policy of Collegium Charter School to provide all students with equal access to a quality education, including those whose dominant language is not English and who are learning English as a second language. Collegium Charter School will provide assistance through an appropriate planned instructional program to enable limited English proficient (LEP) students to progress academically while they are learning English. The program will incorporate sound research-based education theory, appropriate resources and staffing, and periodic program evaluation.

The purpose of this program is to increase the English language proficiency of eligible students so that they can attain the academic standards set forth by the Board of Trustees and in accordance with the Pennsylvania Department of Education.

The ESL program shall be designed to provide planned instruction to meet each student's individual needs based on English language proficiency level as identified through multiple criteria in reading, writing, listening, and speaking. Content area support shall be provided while the student is learning English, with a focus on both English Language Proficiency Standards and Academic Standards. ESL curriculum will be aligned with the PA Core Standards. ESL teachers collaborate with general education teachers to monitor progress and collaborate on instructional strategies.

The Home Language Survey (HLS) is completed by every family choosing to enroll their child at Collegium Charter School. 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, Collegium will administer the required proficiency assessment (W-APT) and consider the multiple criteria to determine the need for English as a Second Language Instruction. Parent notification is provided with the W-APT results and placement notification.

For students who qualify, instruction consists of both pullout and push-in supplemental instruction. According to the July 2001 Basic Education Circular, Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL) 22 PA Code 4.26, the amount and type of standards-based ESL instruction depends on the level of language development as determined by assessment results. Recommended amounts of daily ESL instruction are as follows:

- Entering (level 1): two hours
- Beginning (level 2): two hours
- Developing (level 3): one to two hours
- Expanding (level 4): one hour
- Bridging (level 5): up to one hour or support dictated by student need

The school team will review the available data and make a recommendation via the student schedule for amount and specific ESL program support(s), in accordance with the LEA guidelines, PA Code, and the Division of Federal Programs (Title III) guidelines.

For program advancement or exit, both quantitative (i.e. assessment results, progress monitoring data, grades, attendance, etc.) and qualitative (i.e. teacher recommendations, observations, parent

interviews, etc.) data will be collected and reviewed throughout the student's participation in the program. The WIDA ACCESS is administered annually to students in the program for progress monitoring, placement, and determination of continued eligibility. To exit, students must meet the following three criteria: a score of 5.0 on Tier C ACCESS, final grades of C (78%) or better in core subject areas, and scores on district-wide assessments that are comparable to the BASIC performance level on the PSSA math or Algebra 1 Keystone and PSSA reading or Literature Keystone assessments.

LEP students shall participate in the PSSA/Keystone assessments with appropriate accommodations. Formative assessments will align with the academic standards and English language proficiency standards, and ELLs will be graded with the same grading system used for all students. ELL students will not be retained based solely on their lack of English proficiency.

All ESL instructors shall be certified, highly qualified teachers with Program Specialist ESL Certificates.

There will be parent information meetings during the school year for parents who are interested in learning more about the ESL/ELL program. Dates and times will be included in the weekly CCS Newsletter and posted on the CCS website. Parent communication shall also include information about placement, assessment, academic achievement, and other related education issues, whenever possible, in the mode and language of communication of the family.

Parents Limited Right to Opt Out

22 Pa. Code § 4.4(d)(3) of the Pennsylvania State Board of Education regulations requires school entities to adopt policies that permit parents to have their children excused from specific instruction only in the limited circumstance described below:

The right to have their children excused from specific instruction that conflicts with their religious beliefs, upon receipt by the school entity of a written request from the parents or guardians.

Consequently, a parent may not seek to have his or her child excused from Collegium's ESL program unless the instruction conflicts with the family's religious beliefs.