

ADMINISTRATIVE REGULATION

APPROVED: September 13, 2016

REVISED:

CENTENNIAL SCHOOL DISTRICT

138-AR-0. ENGLISH AS A SECOND LANGUAGE/BILINGUAL EDUCATION PROGRAM

The District must provide appropriate instruction to Limited English Proficient (LEP) students to assist them to **attain** English language proficiency, as well as content knowledge in **core academic subject areas, based on the Board-approved** academic standards.

The District will provide a program that includes standards-based English as a Second Language (ESL)/**Bilingual Education** instruction at the appropriate proficiency level; content area instruction aligned with the corresponding **academic** standards and adapted to meet the needs of students; and assessment processes that reflect academic standards and instruction.

Definitions

Bilingual education - an instructional approach, **in which two (2) languages are used**, that provides ESL instruction and utilizes the native language as the medium for instruction in the content areas.

English as a Second Language (ESL) - an instructional approach that teaches listening, speaking, reading and writing **at appropriate developmental and proficiency levels** with little or no use of the native language.

Limited English Proficient (LEP) Student/English Language Learner (ELL) - a national-origin-minority student who has **insufficient English to succeed in English-only classrooms** or participate fully in school programs and activities.

ESL/Bilingual Education Instructional Program

The District will develop and implement a program for ESL/Bilingual Education instruction based on Applicable Law, regulations, state requirements and federal funding requirements. The District's written program plan shall include:

1. A detailed description of the instructional models implemented by the District.
2. The process for identification of LEP students/English Language Learners.
3. Criteria for exit from the program.

4. The monitoring process for students who have exited from the ESL/Bilingual Education instructional program.

The District will implement, monitor and evaluate the program as required by Applicable Law and regulations.

The District will use the state's ESL Toolkit as guidance for implementing the ESL/Bilingual Education program: <http://www.eslportalpa.info/esl-toolkit/>

Student Placement and Grading

After it is determined that a student needs ESL/Bilingual Education instruction, District staff will determine a student's appropriate instructional placement, based on the student's English language and native language proficiency. In general, a student will be placed with his/her peer group.

LEP students will be graded within the same grading system used for all District students. LEP students will not be retained in a grade based solely on their lack of English proficiency.

Students with disabilities and gifted students will be provided with appropriate ESL/Bilingual Education instruction in accordance with their Individualized Education Program (IEP)/Gifted Individualized Education Plan (GIEP) and state and federal laws and regulations. The District will ensure that the IEP/GIEP team for an LEP student includes an ESL professional familiar with the student's language needs. The District will follow the state requirements and guidelines for IEP/GIEP development, academic programming and assessments for students with disabilities and gifted students who are also identified as LEP students.

Equal Access

The District will ensure that all LEP students have access to and are encouraged to participate in all educational and extracurricular programs available to District students, including but not limited to, career and technical programs, extracurricular activities and interscholastic athletics.

Parental Communication

The District will develop a process to identify LEP parents/guardians and recognize their needs. The District will provide information about assessment, academic achievement and related information to LEP parents/guardians and parents/guardians of LEP students in the parents'/guardians' preferred language and mode of communication.

The Pennsylvania Department of Education provides resources for translation of some educational documents:

<http://www.eslportalpa.info/family-engagementcommunication/family-communication/>

The Pennsylvania Training and Technical Assistance Network (PaTTAN) provides special education forms and information in several languages:

<http://www.pattan.net>

The U.S. Department of Education, Office for Civil Rights (OCR), provides resources and information for LEP parents/guardians:

<http://www2.ed.gov/about/offices/list/ocr/ellresources.html>

The District will maintain and provide **information to** students and parents/guardians **in the following areas, including but not limited to:**

1. **Registration and enrollment in school and school programs.**
2. Description of ESL/Bilingual Education **and language assistance** programs.
3. **Report cards/grade reports.**
4. List of **academic** classes the student **may attend and graduation requirements, where applicable.**
5. **Student discipline policies and the Code of Student Conduct.**
6. **Special education, gifted programs and related services.**
7. **Parent-teacher conferences.**
8. Academic and extracurricular activities **and programs** available to students.
9. **Academic standards and** assessment practices and procedures.
10. **Nondiscrimination policies and complaint procedures.**
11. **Student/Parent Handbooks.**
12. **Parental permission forms and requests.**
13. List of **community** resources.

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138-AR-1. STUDENT HOME LANGUAGE SURVEY LETTER

Dear Parent/Guardian:

To ensure that we are providing your child with the very best educational opportunities available, the School District is required to survey all families to determine what language(s) are spoken in the home and what your child's first language is. This information will assist us in providing instruction for any children who do not speak English or are limited in their knowledge of the English language.

Please complete the attached form and return it to your child's school. If your child's first language is not English or knowledge of the English language is limited, s/he will be evaluated and assistance provided to help the student learn English and make the educational experience a positive one.

Thank you for your prompt assistance in completing and returning the attached form by

_____.

Sincerely,

Superintendent

3. Has the student attended a United States school prior to this registration?

YES NO

If YES, specify the school, state and dates attended.

4. What is the last grade the student completed?

Grade _____

5. Did the student receive ESL services in the previous school?

YES NO

Parent/Guardian Signature:

If a person other than the parent is completing this form, please provide the following contact information:

Contact Person's Name _____

Contact Person's Number _____

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138-AR-3. STUDENT HOME LANGUAGE SURVEY LETTER – SPANISH

Queridos Padres/Encargados:

Para asegurar a ustedes que estamos ofreciendo a sus hijos(as) una oportunidad que nosotros enseñaremos la mejor educación, que el distrito escolar está ofreciendo. Por esta razón estamos haciendo un estudio de todas las familias en nuestro distrito escolar, para determinar que idioma hablan en su casa, y que es el primer idioma que su hijo/hija entienden. Esta información nos ayudará, en la enseñanza de sus niños, que no hablan Inglés o el Inglés es limitado en su casa.

Por favor llene la forma adjunta de esta carta y devuelva a la maestro(a) de su hijo/hija. Si el idioma de sus niños no es Inglés o no entiende Inglés, nosotros vamos a evaluar a ellos/ellas, que aprendan a hablar Inglés.

Muchas Gracias por su rápida respuesta, esto debe ser completa hasta _____ .

Atentamente,

Superintendente

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138-AR-4. PARENTAL NOTIFICATION FOR STUDENTS IDENTIFIED AS LIMITED ENGLISH PROFICIENT

Your child, _____, has been identified as needing additional instruction to achieve English proficiency. The basis for this identification is

Using (list assessment instruments and methods here) _____ your child was identified at (describe level of proficiency) _____

Additionally, your child's current academic achievement is (describe GPA, standardized test scores, reading level, etc.) _____

We recommend that your child be placed in the following program (list recommended program)

Your child will be exited from this program upon (state exit criteria such as test scores, reading level, verbal ability, etc.) _____

If your child has an IEP, this program will assist your child in meeting the following IEP objectives (list the objective and way in which the program will assist in meeting that objective)

If you should have questions or require other assistance, contact (name, building location and other contact information) _____

Building Principal Signature

Date

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138-AR-5. EXIT CRITERIA FOR **LIMITED ENGLISH PROFICIENT (LEP)** **STUDENTS/ENGLISH LANGUAGE LEARNERS (ELL)**

The exit criteria for **Limited English Proficient (LEP) students/English Language Learners (ELL)** represent valid and reliable evidence of a student's English language proficiency and ability to exit from an English language instructional program. The following exit criteria are also included in the District's program plan for **all LEP/ELL students**.

Program exit from an English language instruction program takes place between June and September. LEP status of students for the current school year must be determined by September 30 and reported in PIMS. Students reported as current ELL in PIMS cannot exit the English language instructional program from October until June.

In order to meet the required state exit criteria for Pennsylvania's English language instructional programs for ELL, both of the required exit criteria must be used. In addition, the District must ensure that students meet one (1) of the two (2) additional exit criteria to exit from an English language instructional program.

Required Exit Criteria

1. **Score of Basic on the annual Pennsylvania System of School Assessment (PSSA) math assessment or Algebra 1 Keystone exam and the PSSA reading assessment or Literature Keystone exam. PSSA and Keystone exam scores must be from the most recent academic year.**

Special Circumstances:

For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to Basic on the PSSA/Keystone assessments.

For students who are in a grade that is not assessed with the PSSA or Keystone assessments, the District must use each of the remaining criteria listed below to exit students.

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STUDENTS/ENGLISH LANGUAGE LEARNERS (ELL) - Pg. 2

2. Scores of 5.0 on a Tier C ACCESS for **LEP/ELL student** assessment (see items a. and b. below for cutoff score flexibility):
 - a. Following the scoring 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.

<u>Grade Level</u>	<u>ACCESS Score</u>	<u>Required W-APT Scores*</u>
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

*A student must score 5.0 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.

- b. A score of Proficient on the PSSA **reading assessment or the Literature Keystone exam** can be used along with all other required criteria outlined **herein** 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.

Additional Exit Criteria

1. Final grades of C or better in the core subject areas of mathematics, language arts, science and social studies.
2. Scores on District-wide assessments that are comparable to the Basic performance level on the PSSA **math assessment or Algebra 1 Keystone exam and PSSA reading assessment or Literature Keystone exam.**