

*The mission of the Keystone School District is to prepare all students to succeed in an ever-changing world.*

**Purpose**

In accordance with the Board’s philosophy to provide a quality educational program for all students, the Keystone School District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the English as a Second Language (ESL) program is to increase the English language proficiency of eligible students so that they can attain the Pennsylvania state academic standards adopted by the Board and achieve academic success. A student who has limited English proficiency (LEP) or is an English Language Learner (ELL) will be identified, assessed and provided appropriate services.

**Authority**

Keystone School District shall provide for each student whose dominant language is not English a program utilizing English as a Second Language instruction. This instruction shall:

- Be based on sound research-based education and language learning theory,
- Have sufficient resources and be staffed by appropriate prepared personnel,
- Undergo periodic program evaluation.

(Title 22 Sec. 4.26, Castaneda v. Pickard, 1981)

The Board shall include provisions for the ESL program in its Strategic Plan. (Title 22 Sec. 4.13)

**Identification**

Students and/or Student Guardians will complete a Home Language Survey (HLS upon registration in the Keystone School District. This survey will be used to ascertain the student’s first language, if the student speaks a language other than English (excluding languages learned in school), and what language(s) are spoken in the home. The survey will become part of the student’s permanent record folder until graduation (Office of Civil Rights, OCR).

Responses on the survey indicating that the student has limited English language ability or has a *primary home language other than English* (PHLOTE), will warrant further assessment to determine the need for English as a Second Language instruction (Guidelines 20 Civil Rights Act of 1964, Title VI, P.L. 103-382, Basic Education Circular July 1, 2001: Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL)).

The WIDA ACCESS Placement Test (W-APT), a standardized test published by the WIDA Consortium, will be used to assess students who have limited English language ability or reside in a home where the primary language is not English. The ELL student will be assessed for oral proficiency, reading and writing skills prior to the student’s entrance in the ESL program. The components of the W-APT are grade specific and measure content such as vocabulary, syntax, and reading comprehension. The certified ESL test giver will administer the assessment.

## **English as a Second Language Program**

Keystone School District utilizes the English as a Second Language program. This program includes techniques, methodology, and special curriculum designed to teach ELL students social and academic English language skills. The ESL instruction is in English. It is based on the ESL Pull-Out Model where the ELL student is pulled out of the mainstream classroom in order to receive specific instruction in the development of conversational and academic English.

### **Assessment and Placement of ELL Students**

The results of the initial assessment of the ELL student will be used to determine the appropriate instructional placement in the ESL Program. The level of proficiency demonstrated by the student will determine the curricular adaptations needed as well as the length of time that students must work with the ESL teacher.

According to the July 2001 Basic Education Circular (BEC), the amount and type of standards-based ESL instruction depends upon the results of the initial assessment.

Recommended times for daily instruction are:

- Pre-conversational- two to three hours
- Beginner- two hours
- Intermediate- one to one and a half hours
- Advanced- one hour
- Students who have exited will be monitored for two years

Informal and formal assessments consisting of curriculum-based assessments, teacher observations, scores on district-wide assessments, scores on state-mandated ESL testing and scores on the PSSA will be utilized to monitor the ELL student's achievement and for program exit (LEP Assessment PENNLINK, Sept. 24, 2004). The ELL student will participate in the district's assessments and standardized test with allowed accommodations. Also, the student will participate in the PSSA unless eligibility for a one-time exemption is met.

The ELL's competency in basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP), the language required for academic achievement will be assessed by observing social behavior and academic performance.

### **Student and Parent Orientation**

Before ESL instruction begins, parents and students will participate in the School District's Intake Process. This process may include:

- Translation/Interpretation resources.
- Information concerning the instruction being provided to their child and how they may communicate questions and concerns to the ESL teacher or the School District.
- Interpretation of ESL test results.
- Information about the Complaint Resolution Process.
- Information about regular orientation that occurs at Kindergarten registration and screening, Back-to-School nights in grades 1-6, and the elementary and high school open house programs.

- Parents are given a packet upon enrolling their child containing all necessary documents that need to be completed and a copy of the student handbook.

Parents do have the right to excuse their child from specific instruction which conflicts with their religious beliefs. This must be done in a written request (22 Pa. Code 4.4(d)(3)).

### **Program Standards**

Keystone School District's ESL Program will use the Language Proficiency Standards established by the Teachers of English as a Second Language (TESOL) and adopted by the state of Pennsylvania. These standards address the development of English language skills and provide for meaningful participation in subject area instruction.

The standards are:

- English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.
- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.
- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.
- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.
- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

The classroom teachers will provide content area instruction. Time allotted for content area instruction is determined by entry-level assessment results and the amount of time ELL students are placed in ESL instruction. Planned instruction in the content areas are aligned with the Pennsylvania Academic Standards and adapted to meet the needs of the ELL student. The ESL teacher is available for consultation with the student's teachers.

### **Lesson Plans**

The instruction provided by the ESL teacher will mirror approaches used by the regular classroom teachers. Lessons will correspond to instruction in the mainstreamed classes.