

Requirements and Program Recommendations for Educating English Learners (ELs)

REQUIREMENTS	LEGAL REFERENCE	PROGRAM	UNION CITY AREA SCHOOL DISTRICT (UCASD) - EL PLAN
<p>1. Identification of ELs</p>	<ul style="list-style-type: none"> ● <i>OCR 1970 Memo</i> ● <i>Lau v Nichols 1974</i> ● <i>Supreme Court decision</i> 	<ul style="list-style-type: none"> ● <u><i>Home Language Survey</i></u> ● Train intake staff ● Follow the <u><i>PDE English Learner Identification Procedure Grades K-12</i></u> 	<ul style="list-style-type: none"> ● UCASD will distribute and complete the Home Language Survey with ALL newly registering students regardless of race, nationality, or language origin ● UCASD reviews the Home Language Survey and follows the 13 steps within the PDE English Learner Identification Procedure Grades K-12 accordingly ● UCASD will train all staff conducting intake meetings on this expectation
<p>2. Assessment of ELs</p> <ul style="list-style-type: none"> ● Determine need for instruction ● Place in appropriate program of instruction 	<ul style="list-style-type: none"> ● <i>Office of Civil Rights 1970 Memo</i> ● <i>Gomes v Illinois State Board of Education 1987</i> ● U.S. Court of Appeals, 7th Circuit 	<ul style="list-style-type: none"> ● Appropriate state-mandated screening test (Kindergarten W-APT and WIDA Screener for Grades 1-12) ● Multiple criteria for placement/exemption ● Identify home language proficiency ● Assess mathematics and literacy skills ● Investigate prior schooling experience (to identify students with limited or interrupted formal education) 	<ul style="list-style-type: none"> ● UCASD will complete and submit an ESL Referral Form to the Northwest Tri-County Intermediate Unit #5 ● UCASD will follow the <u><i>PDE English Learner Identification Procedure Grades K-12</i></u> or <u><i>Provisional Procedure during extended closures</i></u> and/or if applicable and it is optional, the native language proficiency test (e.g., Spanish LAS Links) to identify English Learners ● UCASD will conduct a review of records when available and complete all appropriate and required state-mandated screening tests (Kindergarten W-APT and WIDA Screener for Grades 1-12) ● UCASD will investigate and report prior schooling experiences, any limited or disrupted formal education: <ul style="list-style-type: none"> • Is enrolling after grade two, AND • Has a Literacy score of less than 3.5 on the W-APT, MODEL Screener, or WIDA Screener, AND • Has at least two fewer years of age appropriate schooling than peers or has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, AND

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			<ul style="list-style-type: none"> • Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures) • UCASD will identify home language proficiency (written and spoken) • UCASD will assess and report mathematics and literacy skills • UCASD will coordinate with the in-taking agency on the annual assessment to measure progress
<p>3. Provide Instruction</p> <ul style="list-style-type: none"> • Direct, appropriate, sufficient • Designed for students' needs • Based on current practices • Appropriate staffing • Appropriate materials 	<ul style="list-style-type: none"> • 22 Pa. Code § 4.26 • <i>Castaneda v Pickard</i> 1981 • <i>Equal Education Act</i> 1974 • <i>Titles VI & VII of Civil Rights Act</i> 1964 • <i>Rios v Read</i> 1977 • <i>Cintron v Brentwood</i> 1977, 1978 • <i>Board of Education</i> 1987 • <i>The Provision of an Equal Education Opportunity to Limited English Proficient Students</i> OCR, 1992 	<p>Develop Instructional Plan</p> <ul style="list-style-type: none"> • Schedule <u>daily</u> English Language Development (ELD) instruction • Hire/Contract teachers with ESL Program Specialist Certificate • Assessment plan • Research-based ELD best practices • Identify what is taught (curriculum) • Identify appropriate materials to scaffold instruction for ELs • Describe available opportunities (tutoring and afterschool programs, extra-curricular activities, etc.) • Train and support staff (Professional Development Plan) 	<ul style="list-style-type: none"> • UCASD contracts with IU#5 for a teacher with an ESL Program Specialist Certificate to provide the required daily English Language Development Instruction • UCASD will provide EL instruction based on the students identified EL proficiency level, grade-level, and instructional need. Current students are in mixed classes with English only support. Individualized programming and accommodations are based on learner needs, proficiency checklists, CAN Do Descriptors (reading, writing, speaking, listening), ACCESS 2.0 scores, and grade level content. • Board approved curricular materials are culturally sensitive and offer differentiated pathways to meet the needs of diverse learners. Scaffolding tools/strategies may include, but are not limited to: graphic organizers, dictionaries/glossaries, home language materials, visuals, word banks/walls, grammatical supports, pre-teaching, vocabulary supports, background knowledge instruction, linguistic strategies, group work, etc. • UCASD along with the AEDY Program will provide the space, time, opportunity for the LEA-identified EL teacher to meet with identified students for English Language Development (ELD) instruction.

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			<ul style="list-style-type: none"> ● UCASD will provide time for EL Program Specialist to consult with core content teachers, staff, and/or AEDY program ● UCASD's EL Program Specialist will receive feedback on student's performance in the classroom as it relates to verbal, written, and social skills to assist with the development of the individual student's EL program, as well as to analyze progress. ● UCASD will provide training to staff to assure they have the necessary tools and skills to implement research-based ELD best practices, which may include but not limited to explicit teaching of subject vocabulary, increased writing opportunities, instruction to build necessary background knowledge, and classroom instructional activities that include collaborative groupings ● UCASD will provide EL students opportunities to complete any supplemental online activities/program identified by EL Program Specialist based on student need ● UCASD will provide EL students with the same opportunities for field trips, guest speakers, student council opportunities, as all other students assigned to the AEDY program ● While the UCASD does not have EL students referred to the AEDY Program, we currently have staff with EL teaching credentials through IU#5
<p>4. Ensure integration</p> <ul style="list-style-type: none"> ● Instructional integration ● Social integration 	<ul style="list-style-type: none"> ● <i>Titles VI & VII of Civil Rights Act 1964</i> ● <i>Equal Education Act 1974</i> ● <i>Office of Civil Rights 1970 Memo</i> ● <i>Lau v Nichols 1974 Supreme Court decision</i> 	<ul style="list-style-type: none"> ● Describe access to programs and services (Gifted, Extra Curricular, Special Education, Vocational, etc.) ● Ensure scaffolding based on English language proficiency levels ● Integrate ELs with same-age peers 	<ul style="list-style-type: none"> ● UCASD will integrate EL students with same-age peers ● UCASD will integrate EL students with regular education students ● UCASD will utilize and implement the same behavioral supports for EL learners as all other students. EL Learners will have the opportunity to participate in weekly incentive program and quarterly incentive programs

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		<ul style="list-style-type: none"> • Collaborate with relevant staff to support ELs' academic and linguistic development • Communicate with families in preferred mode of communication 	<ul style="list-style-type: none"> • UCASD will provide access to an assigned counselor. EL learners will have both regular counselor meetings as well as counselor availability if needed outside of regular counselor meetings • UCASD will collaborate with family/guardians to support all academic and linguistic development • UCASD will ensure scaffolding based on the English language proficiency levels and will consult with relevant staff to support ELs' academic and linguistic development • UCASD will ensure scaffolding (modeling, bridging, contextualizing, schema building, text representation, developing metacognition) for EL's in relation to instructional materials, instructional delivery, and groupings in core content courses via collaborative consultation and planning with teachers and staff according to evidence-based instructional practices and PDE guidelines. • UCASD will facilitate collaboration between EL Specialist Teacher, UCASD staff, and/or AEDY program and family to support ELs' academic and linguistic development in alignment with student needs/services. Collaborative documents ensure direct communication and support ongoing feedback. Logs are used as records. • UCASD will communicate with family/guardian in preferred mode of communication both verbally and written form • UCASD will provide all written documents in preferred mode of communication • UCASD will assure the EL learner access to programs and services such as gifted, extra-curricular, special education, vocational education, etc.
<p>5. Re-Assess</p> <ul style="list-style-type: none"> • For progress • To reclassify (exit) a program 	<ul style="list-style-type: none"> • OCR 1970 Memo • <i>Rios v Read</i> 1977 • <i>Cintron v Brentwood</i> 1977,1978 	<ul style="list-style-type: none"> • Specific multi-criteria reclassification procedures 	<ul style="list-style-type: none"> • UCASD will follow the PA Required Reclassification, Monitoring and Re-designation criteria

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<ul style="list-style-type: none"> • Monitor exited students 		<ul style="list-style-type: none"> • <u>PA Required Reclassification, Monitoring and Redesignation</u> criteria • Monitoring plan/documentation 	<ul style="list-style-type: none"> • UCASS will reclassify EL students as former EL students when they attain English Language proficiency • UCASD will actively monitor and report the progress of former EL students for a period of two (2) years following reclassification and program exit, and report students to the state in a monitor status for an additional (2) years, to ensure students are meeting academic standards • UCASD will re-designate former EL students as active EL students if they struggle academically based on persistent language barriers • UCASD will actively complete with monitoring plan and any necessary documentation
<p>6. Document</p> <ul style="list-style-type: none"> • Instruction • Student Achievement • Program Compliance • Program Effectiveness 	<ul style="list-style-type: none"> • <i>Castañeda v Pickard</i> 1981 • <i>The Provision of an Equal Education Opportunity to Limited English Proficient Students</i> • <i>OCR, 1992</i> 	<ul style="list-style-type: none"> • Develop Program Handbook • Schedule program evaluation and periodic data review • Develop data and documentation plan • Establish a stakeholder team to evaluate program effectiveness 	<ul style="list-style-type: none"> • UCASD will provide the student handbook and all paperwork in the preferred mode of communication of the EL learner • UCASD will provide EL students and family/guardians quarterly academic progress summaries and behavioral summaries every 45 days as required by PDE AEDY Guidelines in the preferred mode of communication of the EL learner's family • UCASD will develop an established stakeholder team to evaluate program effectiveness (UCASD administrator, AEDY administrator, ESL teacher, parents, etc.)