

CAMPUS COMMUNITY CHARTER SCHOOL

English Language Learners Program Handbook *Policies & Procedures*

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ELL PROGRAM MISSION STATEMENT

The English Language Learner (ELL) Program at Campus Community School is dedicated to providing support and intensive instruction in the English language and American culture to English Language Learners which will enables them to become successful in the mainstream classroom, the school environment, and the community at large.

ELL Contact Information:

Leroy Travers
350 Pear Street
Dover, DE 19958
302-736-0403

KEY PROGRAM TERMS

English Language Learner (ELL) - Refers to students who are identified as still in the process of acquiring English as an additional language.

English as a Second Language (ESL) - Refers to the courses, classes, and/or programs designed for students learning English as an additional language.

Limited English Proficient (LEP) - The previous term used for ELLs. It was changed after advocate groups argued that it focused on the limits of the students and did not accurately depict their knowledge base. It is still the term most commonly used in Federal, State, and District government documents.

Title III- Three part Federal legislation which includes: a) English language acquisition, language enhancement, and academic achievement act, b) improving language instruction educational programs, and c) general provisions.

Annual Measurable Achievement Objectives (AMAOs) - annual performance targets for ELLs under Title III. They are:

1. Number or percentage of ELLs making progress in English, based on the state English language proficiency assessment.
2. Number or percentage of ELLs attaining English proficiency on the annual state English language proficiency assessment.
3. Number or percentage of ELLs (as a subgroup) meeting Adequate Yearly Progress (AYP) outcomes under Title I at the State and local levels.

World-Class Instructional Design and Assessment (WIDA) Consortium- WIDA is a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. To this end, the WIDA Consortium has developed English language proficiency standards and an English language proficiency test aligned with those standards (ACCESS for ELLs®).

ACCESS for ELLs- Annual assessment given to students in Delaware to measure academic English language proficiency.

WIDA-ACCESS Placement Test (W-APT) - Intake assessment for ELLs new to the U.S. school system or to a particular district. It is aligned to the WIDA English Language Proficiency standards and the ACCESS for ELLs.

K-8 ELL PROGRAM NARRATIVE

Program Goals and Objectives

ELL students participate in regular classroom instruction with accommodations as needed to support language development.

Identification of ELLs and Orientation Procedures for ELLs and Parents

An evaluation is requested based upon responses to the Home Language Survey that is administered to all students upon enrollment. The purpose of the evaluation is to assess the student's English proficiency and then recommend appropriate ELL instruction.

Initial Evaluation and Parent Notification

The ELL Program conducts an initial evaluation when a language other than English is answered on any of the questions on the Home Language Survey, or when a student is born outside the United States and their language prohibits them from being successful in the classroom. The evaluation consists of a detailed assessment using the WIDA W-APT. The evaluator writes a report on the student's level of English competency that includes an analyzed diagnostic profile. The ELL coordinator then proposes instructional goals and accommodations with the assistance of the regular classroom teacher.

Parents are notified through written communication by the ELL coordinator that their child has been identified as an ELL student and will receive appropriate accommodations as necessary. Components of the parent letter include: level of English proficiency, type of program offered and minutes per week of instruction, exit criteria, and school/teacher contact information.

There are certain conditions that would preclude a student from undergoing an initial language proficiency assessment. Students should meet two of the following three criteria to be exempted from a formal English language proficiency assessment:

1. Final grades of B or better in core subject areas (Mathematics, Language Arts, Science, and Social Studies).
2. Score of 'Meets' on the Smarter Balance state assessment in Reading and Math.
3. Score of above the 50th percentile on STAR in Reading and Math.

Newly enrolling students without such records must be assessed for their English proficiency.

Assessment of ELLs to Determine Instructional Placement

On-going Assessment

The initial assessment and recommendations guide ELL instruction. Informal or authentic assessment is an on-going process throughout the school year. A formal assessment, the ACCESS for ELLs, is given each year as one criterion to determine movement in proficiency levels. The ELL Coordinator interacts with classroom teachers to monitor the progress of their students in the mainstream classrooms, and participate in parent conferences and other school meetings as requested.

Exit and Monitoring

As a student moves towards meeting grade-level expectations, exiting the ELL program is considered. Campus Community's required exit criteria are:

- A score of **Bridging** on the annual state ACCESS for ELL's assessment
- Final grades of "**C**" or better in the core subject areas

The ELL Coordinator will monitor the progress of each student who exits the program for at least two years to ensure that they are successful in achieving

academic standards. Reinstatement of ELL instruction can be considered if a concern arises.

Instructional Program

The model that Campus Community School has elected for delivery of instruction is ELL pull-out/push-in, rather than bilingual education, in view of the diverse linguistic backgrounds of our students. ELL instruction is provided by regular classroom teachers and, if necessary, based on student need the Instructional Specialist may pull the student for additional support.

Students are grouped for ELL instruction when age and ability permit. The total number of hours of ELL instruction varies according to the students' needs.

The ELL Coordinator focuses on specialized vocabulary, learning strategies, and literacy in order to ensure students meet proficiency standards in Reading, Writing, Speaking and Listening.

ELL Students and Special Education

Providence Creek Academy's ELL Program follows the guidelines set forth by the State of Delaware for English Language Learners who may have a learning disability.

ELLs with Disabilities

ELLs may be eligible for Special Education. The IEP team must consider the need for ELL instruction as they address all students' needs related to the provision of Free Appropriate Public Education (FAPE). In determining the student's needs, IEP teams must consider both special education services and ELL instruction simultaneously, as appropriate.

All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction must be in compliance with the Individuals with Disabilities Education Act (IDEA) and State of Delaware Title 14 Regulations.

The IEP team

It is highly recommended that the IEP team for an ELL with disabilities include the ELL Coordinator and other professionals familiar with the student's language needs as well as the nature of his/her disability or, at a minimum, that the IEP team receive input from these individuals when appropriate. If a student is identified as an ELL, then the IEP team will check the Limited English proficiency under special considerations on Part I of the IEP. Any special considerations identified must be addressed in the IEP.

The academic program

The academic program for an ELL with a disability must consider ELL just as it must consider any other general curriculum services available to non-disabled students. Programmatic decisions regarding ELLs with disabilities should be made by the IEP team with appropriate representation. It is not appropriate for an ELL with a disability to be denied access to general curriculum including an English language instructional program as defined above. Special education services do not replace an English language instructional program.

Requirement for annual English language proficiency assessment

Both Titles I and III of NCLB require LEAs and state educational agencies to provide an annual assessment of English language proficiency for all ELLs in the state enrolled in public schools in grades Kindergarten through twelve in the domains of speaking, listening, reading, and writing. This includes students with disabilities.

Even though ELLs with disabilities may always achieve depressed scores in particular domains of language as a result of their specific disability, they must be given the opportunity to demonstrate their level of proficiency in English and be included in the annual state ELP assessment in all domains.

Participation in assessments

ELLs with disabilities participate in all assessments, including the annual state assessment and school level assessments. Participation in state and local assessments is documented in Part III of the IEP. An ELL student with a disability

may participate in assessments through the use of one or more state-approved accommodations appropriate for his/her disability.

Rules governing assessment accommodations

The IEP team, with appropriate representation, may make decisions regarding assessment accommodations for ELLs with disabilities as they would for any student with a disability. The following rules govern assessment accommodations for ELLs:

- Accommodations must not invalidate the results of the assessment.
- Accommodations may be used for the entire assessment or only for part/parts of the assessment.
- Determinations of any accommodations used must be:
 - based on a student's disability,
 - made by the student's IEP team,
 - properly documented in the student's IEP, and
 - properly coded on the assessment.

FEDERAL STATUTES, DIRECTIVES, AND COURT DECISIONS
CONCERNING NATIONAL ORIGIN STUDENTS:

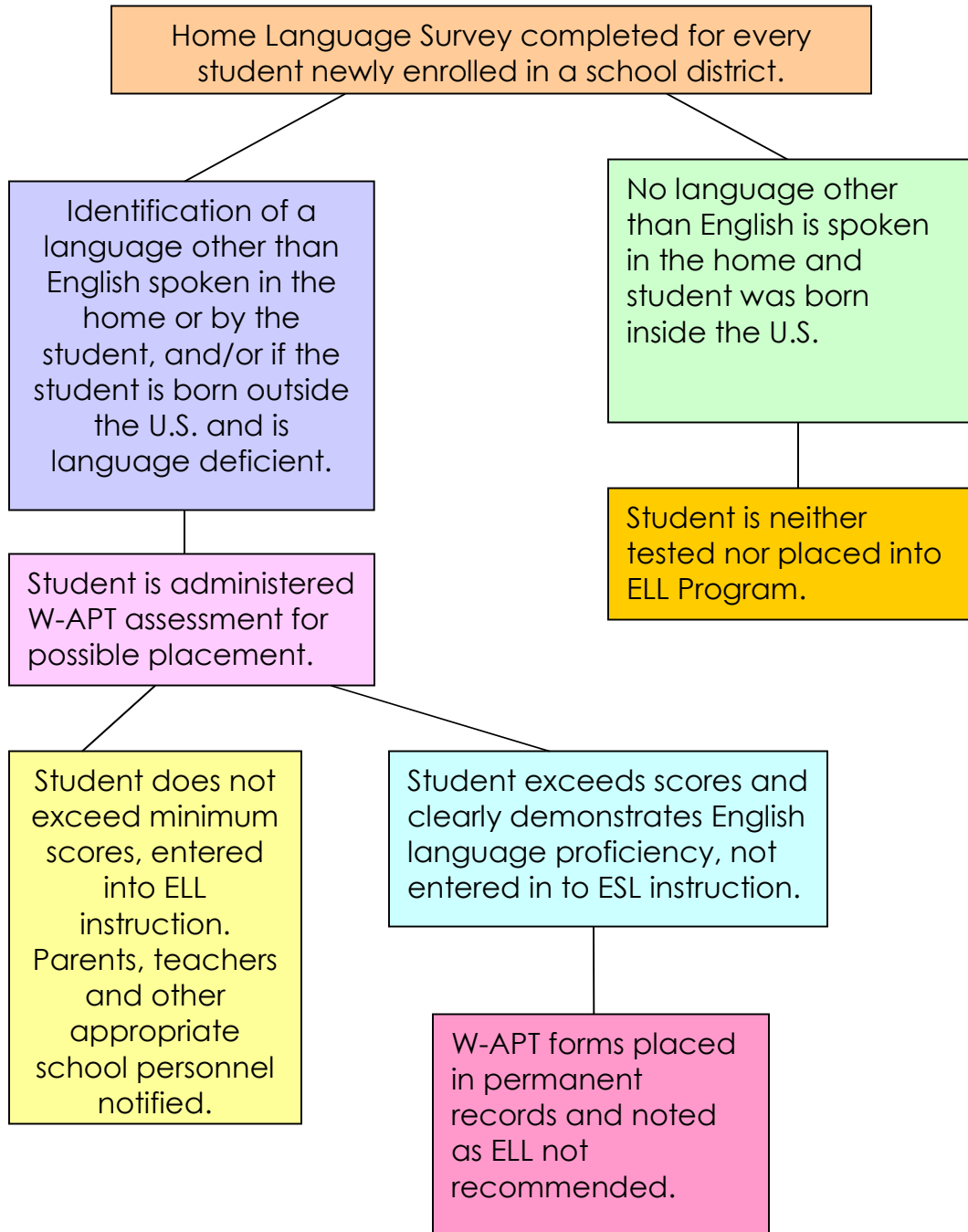
- 1964** Civil Rights Act - Title VI: "No person shall, on the grounds of race, color or national origin, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Financial assistance."
- 1968** Elementary and Secondary Education Act, Title VII – "Congress shall provide assistance to districts serving children of limited English proficiency."
- 1970** Office for Civil Rights: May 1970 Memo (requirements based on the 1964 Act) – Where inability to speak and understand the English language excludes national origin=minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."
- 1974** Equal Educational Opportunities Act (EEOA): This act states that schools need to take appropriate measures to overcome language barriers that impede students' participation in programs.
- 1974** Supreme Court Case -- **Lau v. Nichols**: The court ruled that giving all students the same desks, books, teachers, and lessons does not mean that they have equal opportunity, especially if there are students who do not speak English.
- 1977** U.S. District Court of New York – **Rios v. Read** – It is not enough simply to provide a program with bilingual teachers; rather, the critical question is whether the program is designed to assure, as much as reasonably possible, the language deficient child's growth in the English language. An inadequate program is as harmful to a child who does not speak English as no program at all.

1981 Castaneda v. Pickard – A three part test formulated to determine school district compliance with the EEOA. (1) Theory- the school must pursue a program based on an educational theory recognized as sound, or, at least, as a legitimate experimental strategy; (2) Practice- the school must actually implement the program with instructional practices, resources and personnel necessary to transfer theory to reality; (3) Results- the school must not persist in a program that fails to meet results.

1982 Plyler v. Doe – “...school systems are not agents for enforcing immigration laws.” States are prohibited from denying free public education to children of undocumented immigrants, regardless of legal status.

2001 No Child Left Behind Act – A plan for educational reform guided by research, choice, accountability, and flexibility which connects Title I and Title III and holds LEAs and SEAs accountable for both the English language instruction and academic achievement of English Language Learners.

NEW STUDENT PROCESSING FLOWCHART



MIGRANT STUDENT

An Immigrant student is defined by the Delaware Department of Education as

a student who:

- Is age three through twenty-one
- Was not born in any state within the United States
- Has not been attending one or more schools in any one or more states for more than three academic years.

**Students from Puerto Rico are not considered immigrants.*

A Refugee student is defined by the Delaware Department of Education as:

“anyone who has left their country for fear of persecution and is seeking political asylum.”

DDOE lists the following countries as nations qualifying for refugee status:

Afghanistan	Croatia	Ivory Coast	Rwanda
Albania	Cuba	Kosovo	Serbia
Bosnia	Eritrea	Kurdistan	Sierra Leone
Bulgaria	Ethiopia	Kuwait	Somalia
Burundi	Former USSR	Laos	Sudan
Cambodia	Ghana	Liberia	Togo
Cameroon	Haiti	Myanmar (Burma)	Uganda
Chad	Indonesia	Nicaragua	Vietnam
China	Iran	Poland	Zaire
Congo	Iraq	Rumania	

A Migrant student is defined by the Delaware Department of Education as:

the child of a migrant worker (anyone who has crossed school district lines in the last three years in search of employment in such areas as seafood, meat packing and agricultural related jobs).

PROGRAM IMPLEMENTATION

Program Design

Program Model

The educational program utilized by Campus Community School is a pull-out/push-in model. With the pull-out model, students are pulled from their content area classroom for a short period of time in order to receive ELL instruction. The amount of time a child is instructed depends upon their English language proficiency levels. With the push-in model, the ELL Coordinator may enter the content area classroom and use ELL strategies in order to aid the ELL in the academic process. All ELL students are part of regular classroom instruction and as appropriate receive accommodations by the regular classroom teacher.

ELL Data folders

Campus Community School ELL program folders are maintained and updated on an annual basis. The student folders are stored in the ELL Coordinator Office and copies are placed in the students' cumulative file which is secured in the main office. The student data maintained in the folders is used by the ELL staff for on-going assessment and during the exiting process.

School Year	ELL Teacher	Screening Form
Exit Form	Monitoring Form	W-APT scores
Progress Report	Writing Samples	State ELP Assessment Results

Student Folder Information Checklist:

English Proficiency Levels

Students are given the W-APT in order to obtain their language level designations in four areas: reading, writing, listening, and speaking.

Exit Criteria

As per Delaware Department of Education requirements, the following criteria are used when considering exiting a student from direct ESL instruction:

- A score of **Bridging**, on the annual ACCESS for ELLs assessment
- Final grades of “**C**” or better in the core subject areas or scores

Procedures for Monitoring Students for 2 Years

The Campus Community ELL Program monitors exited students for two years. Our goal is to act as support for the content area teachers as well as provide sound guidance for our exited students. At the end of the formal reporting periods the ELL Coordinator meets with the exited student's content area teachers. The ELL Coordinator monitors the student's grades, absences, and teacher's concerns. During the quarterly monitoring session, the content area teacher is free to use the ELL Coordinator as a cultural liaison or a resource for providing the student with appropriate accommodations and instruction.

Reclassifying Students

If an exited student is struggling with academics and begins to receive grades of C- or below, the ELL Coordinator should be consulted immediately. There may be many reasons why the student is not achieving and if appropriate, consideration is given to re-enrolling the student back into ELL instruction.

Instructional Modifications/ Accommodations for ELLs

The Campus Community School ELL Coordinator recommends appropriate accommodations to mainstream classroom teachers. The accommodations recommended are not limited to, but include the following:

- Reducing response materials for content area testing
- Providing a version of the test with simplified language
- Simplifying directions
- Reading test questions aloud
- Supplying word banks for test
- Providing matching activities
- Extending time to complete the tests
- Allowing the student to respond orally rather than in written form
- Double grading students: One grade for content (correct responses) and one for structure (grammatical correctness) particularly for narratives and essays in all content areas.
- Using portfolios to authentically assess student progress

Grading Policy

ELLs must be graded using the same grading system as all other students.

Promotion/graduation Requirements

English Language Learners must follow the promotion/graduation policies of Campus Community School.

PROGRAM ACCOUNTABILITY

ACCESS for ELLs

As members of the WIDA Consortia, we are obligated to administer the ACCESS for ELL assessment each year. The data collected from this assessment plays a pivotal role in our consortium's capacity in attaining our annual yearly progress goals as delineated by the Delaware Department of Education. Traditionally, WIDA provides a six-week window for completion of all four test batteries. The ELL Coordinator conducts all testing in a secure, quiet location. During the administration of the ACCESS assessment, it is the expectation of all instructors to forego direct instructional services in order to complete the assessment within the time parameters prescribed by WIDA.

Smarter Balance

Each spring, the Smarter Balance Assessment System is administered to students in grades three through eight in Reading and Math. In grades five and eight, the DCAS is administered for Science, and in grades four and seven in Social Studies. It is imperative that teachers administering the tests follow the established guidelines provided by the Delaware Department of Education. State Assessment guidelines for acceptable adaptations and accommodations can be found in the teacher's manuals supplied to all educators administering the test 7-10 days prior to the administration of the assessment.

STAR

ELL Students will also participate in STAR Benchmark testing to monitor progress in Reading and Math throughout the school year. ELLs will be provided the same accommodations during STAR testing that they are provided during other testing situations. Data meetings will be scheduled shortly after the administration of each STAR test to investigate trends, celebrate effective instructional practices and develop professional goals to enhance classroom instruction.

STUDENT RECORDS/CONFIDENTIALITY

Be mindful of comments and information you share among your colleagues and members of our community. As professionals, it is critical we gather student data and share it with individuals who are best equipped to use that data to assist students. Student information, either regarding a student's academic progress or their discipline record, is privileged information. Student data should only be shared with (1) a student's parents/guardian and (2) members of the professional staff that have a direct role in the education of the student. Parents have the right to question how information is used and misused. In recent years, the federal government has established firm guidelines protecting the medical records of all Americans. Treat a child's academic record with the same regard. If you need clarification concerning the handling of student information, or what constitutes a breach of confidentiality, please do not hesitate to ask.

Since Campus Community School's policies are intended to be co-existent with the requirements of applicable laws, nothing contained herein is intended to provide less substantive benefits or procedural protections than is required by law. Likewise, nothing contained herein is intended to provide greater substantive benefits or procedural protections than are required by law. Practical considerations of style and a desire to present information to the Campus Community School community in a useful, efficient manner dictate that the precise wording of applicable laws is not restated verbatim in all provisions contained herein. The specific language of such laws and controlling interpretations thereof are incorporated by reference herein. In the event there is a discrepancy between such legal authority and the information contained herein, the legal authority shall control.