Charter Oak-Ute Community School

Policy Manual

for the

English as a Second Language Program

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I.   Law

Supreme Court

Lua v Nichols (1974)
Suit by Chinese parents in San Francisco leads to ruling that identical education under Title VI of the Civil Rights Act of 1964. School districts must take affirmative steps to overcome the educational barriers faced by non-English speakers.

Iowa Limited English Proficiency Legislation
       Chapter 280.4, Uniform School Requirement – Iowa Code. When the student is limited English proficient, both public and nonpublic schools shall provide special instruction, which shall include but need not be limited to either instruction in English as a second language or transitional bilingual instruction until the student demonstrates a functional ability to speak, read, write and understand the English language.

NCLB 20001 - No Child Left Behind Act of 2002

Title III – Language Instruction for Limited English Proficient and Immigrant Students

Part A-English Language Acquisition, Language Enhancement, and Academic Achievement Act

Many Title III of NCLB requirements are linked to Title I, Part A accountability provisions. Both Titles hold SEAs, LEAs and schools accountable for improving the English proficiency and academic achievement of LEP students.

President George W. Bush signed No Child Left Behind Act of 2002 into law on January 8, 2001. The law was meant to ensure that ELL & immigrant children:
- Attain English proficiency
- Develop high levels of academic attainment in English
- Achieve the same challenging State academic content and student academic achievement standards as all students are expected to meet

II.   Mission Statement

The mission of the Charter Oak-Ute Community Schools is to provide each student with developmentally appropriate opportunities and resources in a caring environment to become a lifelong learner and a productive, responsible citizen in a changing society.

III.   Belief Statements

The Charter Oak-Ute Public Schools provides effective education programming to assist limited English proficient students to acquire English language skills in order to succeed academically, develop and maintain self-respect and become a part of the American mainstream while maintaining pride in their first language and culture.

• We believe language development should provide the students with the opportunity to listen, speak, read, and write in English to enhance academic, social, and economic success.

• We believe all should value cultural diversity to appreciate similarities and differences among peoples.

• We believe native language development increases acquisition of English language skills and promotes academic growth.

• We believe that all staff should receive ongoing training , which addresses the needs of English Language Learners.

• We believe that collaboration among home, school, and community is imperative in meeting the needs of the whole child.

• We believe in developing and maintaining the self-esteem of each child.

• We believe that the English as Second Language program should be evaluated regularly.

• We believe that sufficient time for learning the English language should be provided in an accepting environment.

• We believe in the hiring and the maintaining the number of multicultural and bilingual staff as role models for all students.

IV.   Overview

English Language Learners (ELL) have unique needs in the area of language acquisition not only for social interaction and acceptance but also for the mastery of the academic areas. The level of English proficiency varies from student to student. Language acquisition is a complex process spanning several years before becoming proficient as noted below:

Categories of English Proficiency

BICS – Basic Interpersonal
         Communicative Skills

CALP – Cognitive Academic
              Language Proficiency

Time to Master: 1 to 3 years

Time to Master: 3 to 10 years

Characteristics
        Repetitive
        Predictable
        Usually oral
        Can often be pointed at or acted out
surroundings
        Present tense, verb stem
conditional   Basic survival English
        Single sentences, simple phrases,
              and questions

Characteristics
        Original, not repetitive
             Not predictable
             Oral and written
             Not necessarily in
                                immediate
             Past, present, future,
                Conjecture
             Extended speech and reading
             Complex phrases, sentences
                             and questions

Source: Iowa Department of Education. Educating Iowa's English Language Learners: A Handbook for Administrators and Teachers, 2000.

V.   ESL Program Description

The Charter Oak-Ute Community School District uses a combination of ESL pull-out model and regular (mainstream) class instruction. In this model, English language learners accompany ESL staff to another classroom for a portion of the day, away from the mainstream English-only classroom. While in the ESL class, students receive instruction in English, with a focus on literacy and academic development. All services are designed with the outcome of the ELL student attaining proficiency in English and mastering academic content areas.

The Iowa Department of Education's publication Educating Iowa's English Language Learners: A Handbook for Administrators and Teachers includes the following guidelines (19):

- For ESL classes, students should be grouped both by age and by English-proficiency level.
- The size of the instructional groups should be kept small.
- ESL as well as mainstream staff should be included in planning and developing the program.
- Scheduling issues can be very important to the success of a program. Time should be provided for ESL staff to meet with mainstream staff. Good communication is critical in the development and maintenance of consistent service delivery to ELL students.

The district or school should consider the following factors (19):

- Total number of ELL students
- Distribution of ELL students by grade placement, school site, English language proficiency, native language
- Number of teachers
- Type and number of support staff
- Travel time between sites
- Busing schedules
- Dollars available for the program

In regard to the mainstream classroom instruction for the ELL student, the Iowa Department of Education's publication states the following:

> "Instruction in the Mainstream Classroom is very important. The mainstream teacher can provide valuable language- and content-area experiences by facilitating cooperative learning activities and other peer contact within the classroom.

Paraprofessionals and other instructional assistants should be encouraged to aid the classroom teacher in the instruction of ELL students. Paraprofessionals can contribute to the development of lessons, instructional materials, and student-assessment instruments…" (21).

VI.   Program Goals

The major aim of English Second Language (ESL) instruction is to develop the skills of the ELL students so they can function in school and in society at a level comparable to their native English-speaking peers. The goals of the program are to:
- To educate ELL students to the same standard of excellence as all students in the school district.
- To teach English language comprehension in listening, speaking, reading, and writing
- To provide academic support for ELL students in mastering all academic content areas
- To foster positive attitudes toward school and positive self-concepts
- To assist students in understanding and functioning within the American society
- To promote pride in the students' cultural and linguistic backgrounds
- To involve families in the educational process in order to make educational cooperative effort between home and school

VII.   Identification/Placement of Students

The following process is used to identify students who need ESL services.

1. Referrals are received from parents, guardians, sponsors, community programs / agencies, principals, or other school staff or students are identified by the Home Language Survey as coming from a home with a home language other than English. The Home Language Survey (see Appendix A) is part of the district enrollment process, as required by Iowa Law.
2. If by examining the Home Language Survey it is evident that the student has a native language other than English or has been raised in an environment where another language is spoken, the survey is forwarded to the ESL coordinator. The ESL coordinator will complete an "Entry Level Checklist" (see Appendix B) which, when completed, will be filed in the student's cumulative folder. If a student does not speak any English, he or she may be temporarily placed in the ESL Program until the assessment if completed.
3. If the Home Language Survey indicates that the student has had no previous ESL/ Bilingual services, a follow-up survey (see Appendix C) will be completed to assess and determine needs. (ESL Staff)
4. If a student has received ESL/ Bilingual services in the past, the information will be noted and a follow-up will be implemented. (ESL Staff)

5. If a student is returning to the district and had previous services the district will re-evaluate the student's status. For example, current English ability, length of time out of district, and educational services out of district will all be considered. (ESL Staff)
6. Assessments are completed to determine if a student meets the following entry criteria (All assessment information is placed is placed in an ESL Student Portfolio)
    · Low level of English Language Proficiency as measured on the IDEA Proficiency Test.
    · Reading and Math instructional levels significantly below grade level
    · Content area grades (C or lower)
    · Writing Sample reflecting below grade level competence
    · Teacher judgment reflecting student need
    · Parent request
7. The district will communicate with the parents/guardians about the ESL placement and services, whenever possible in the native language of the parents.
8. Parents/guardians sign ESL Program Permission Form (see Appendix D) to accept or refuse the recommended ESL services.
9. If ESL services are warranted and accepted, the ESL staff, principal, and general education teachers finalize a schedule for the student.

VIII. Assessment

The assessment procedures for ESL students are designed to fulfill the following purposes:
- To identify students needing service
- To diagnose a student's strengths and weaknesses
- To prescribe instruction based on student needs
- To monitor level of English Language Proficiency and ability to read and write in English
- To monitor academic progress
- To provide assistance to other district programs

Formal and informal assessments will be used in order to demonstrate the linguistic and academic progress of each ESL student.

Formal Assessment

Testing of ESL students will follow current state guidelines and accommodations.

Testing of ESL students at their appropriate proficiency level is vital to the progress of each individual student and part of the documentation needed for each student's ESL Portfolio. Information gathered from all testing assists the instructional staff in planning for the students' academic needs. The data generated from the testing process additionally assists in the evaluation of our program.

A. English Language Proficiency Test

One form of the IDEA Proficiency Test (IPT) is administered to students for entry level placement, a parallel form is administered annually in order to: assess progress, provide essential information to other district programs, and documentation in meeting exiting criteria.

The IPT-Oral Test will yield on of the following designations: Non-English Speaking (NES), Limited English Speaking (LES), or Fluent English Speaking (FES). It measures the student's control of vocabulary, comprehension, syntax, and verbal expression.

The IDEA Reading and Writing Proficiency Test (IPT-R&W) evaluates the reading and writing proficiencies of students and also provides diagnostic information for program planning. It yields one of the following designations: Non-English Reader/Writer, Limited English Reader/Writer, or Competent English Reader/Writer. Areas assessed by the IPT-Reading Tests are vocabulary, vocabulary in context, reading for understanding, Reading for life skills, and language usage. The areas assessed by the IPT-Writing Tests are conventions, writing descriptive statements, and writing a story.

When combined, the IPT-Oral Test and the IPT-Reading and Writing Test will provide one of the following designations for each student: Non-English Proficient (NEP), Limited English Proficient (LEP) or Fluent English Proficient (FEP).

B. Iowa Tests of Basic Skills/Iowa Tests of Educational Development

ELL students will take the ITBS or ITED tests according to the following criteria:
- ELL students who are Non-Proficient will not take these tests.
- ELL students who are Limited English Proficient may take these tests with accommodations.
- ELL students who are Fluent English Proficient will take these tests.
- ELL students who are on maintenance status or who have been exited from the ESL program will take these tests.

Permissible **accommodations** for ELL students may include but are not limited to the following:
- Allowing extra time
- Reading parts of the tests to the ELL of Limited English proficiency
- Using separate testing areas
- Administering in a small group
- Simplification of directions
- Use of dictionaries

A record of accommodations used and the justification will become part of the ELL student's cumulative file.

C. Content Area Assessments

Within in the program and content-area classes, it is essential for all assessment to be authentic and both informal and formal. Taking a mainstream test on the subject may be very difficult for an ELL and may not be a true indicator of their progress in neither language nor content. Other evaluations can be made from observation, teacher-student interactions, interviews, writing samples, checklists, or journals. It is critical that the assessment measures what is intended to be measured and that the assessment be ongoing. It may be necessary to modify the grading process, particularly at the high school level, to appropriately indicate progress and learning for the ELL.

ESL students who are present in the classroom for instruction of the academic area will take these tests according to the following criteria:
- ESL students who are Non-English proficient should only take parts of these tests that can be read to them and understood by students.
- ESL students who are limited English Proficient may take these tests with accommodations if needed on the recommendation of the ESL staff.
- ESL students who are Fluent English Proficient will take these tests.
- ESL students who are on maintenance status, or who have been exited from the ESL Program will take these tests.

Permissible accommodations for ESL students my include the following:
- Drawings
- Demonstration
- Group Effort
- English language assistance
- Use of dictionaries
- Separate testing session
- Small group administration
- Extra time

Informal Assessment

Authentic assessment is tied directly to the curriculum that students have experienced within the classroom, thus permitting students to demonstrate the linguistic and academic progress that they have made and the extent to which they have attained curricular goals for English language acquisition. The following informal assessments will be utilized:
- ESL portfolio
- Phonemic awareness
- Letter/sound identification

- Reading, writing, math probes
- Writing samples
- Checklist and rubrics

ESL Authentic Evaluation Format

- Realistic (program, age, and skill level appropriate)
- Informal (non-intrusive or disruptive of program)
- Interactive (student-student, student-teacher)
- Comprehensive (covers all language skill objectives)
- Integrative (combines evaluations of multiple language components)
- Formative (over the range of three week evaluation period)
- Summative (at the beginning, middle, and end of the school year)

A.   ESL Portfolio Procedures

All ELL students must have a portfolio that tracks their progress. The ESL teacher is responsible for maintaining the portfolio of the students in their class.

Filling out portfolio information:
- A portfolio should be started for each new student as they enter the program.
- Teachers will fill out front of the portfolio with requested information as it applies to individual students. (see Appendix E)

Information to be included:
- For each semester, a cumulative copy of grades will be kept in each student's individual portfolio.
- A print out of test scores for students participating in grade level objective based tests and ITBS/ITED tests.
- Reading, writing, math probes
- Samples of student work should be included in the portfolio. (i.e. writing samples, tests, check lists, rubrics, etc.)

IX.   Exit Process

Exit Criteria

The overall goal of the ESL Program is to help students function independently in the mainstream educational program. When students have attained a Fluent English Proficiency level and the skills necessary to be successful in mainstream classes, they can be exited from

the ESL Program. The following criteria are considered for exiting students from the ESL Program:

- Fluent English Proficiency rating when combining the IPT-Oral and the IPT-Reading and Writing Test.
- Reports of daily written work, grades in academic areas, and reading and math levels on grade level.
- General classroom and ESL staff judgments.
- Parent consent

Exit Procedures

1. ESL staff identifies student for possible exiting.
2. Student's academic record is reviewed, including criteria listed on ESL Exit form.
3. IPT tests are administered to assess English proficiency.
4. Teachers, ESL staff, Principal, student, and parents make decision to exit the student from the ESL Program or to have student continue to receive ESL services.
5. Notification is sent to parents/guardians of new status and options are explained. (see Appendix F)
6. Student is placed on maintenance and monitored by the ESL staff for 2 years.

X.   Monitoring of Exited ELL Students

When a student has met all the exit criteria, the student will be placed on maintenance. The student will be monitored by the ESL staff in the building for a period of two years.

During the maintenance period, ESL teacher(s) review the student's progress by examining his of her grades for every grading period and consult with the student's content area teachers if a need arises. If the student does not meet the minimum requirements to pass the course or make satisfactory progress in class due to the language difficulty, the student may need to re-enroll in the ESL Program in order to receive the necessary extra support.

Documentation of monitoring will be done at the end of each semester for a period of two years. Documentation will be a part of the student's portfolio (see Appendix G). Upon successful completion of the monitoring period, the student is reclassified as an exited student.

XI.   Program Staff

District Administrative Responsibilities

- Work with AEA 12 regarding compliance with federal and state mandates.

- Provide professional development for ESL staff, support staff, translators, and interpreters as well as content area teachers to improve instructional services and assessment of ELL students.
- Collaborate with building administrators and/or counselors to provide effective scheduling for ELL students.
- Develop a consistent delivery model and select support materials appropriate to each grade level.
- Advise content area teachers and ESL staff on curriculum and assessments appropriate for ELL students.
- Communicate with parents or guardians in a language they understand in order to give them the opportunity to participate more fully in their child's education.

ESL Coordinator and/or ESL Teacher Responsibilities

- Assess ELL students using the Idea IPT tests or similar tests provided by AEA 12.
- Analyze entrance assessments of language ability, previous academic records, and teacher observations to determine appropriate programming.
- Assist in the placement of the ELL in appropriate classes.
- Select and organize appropriate instructional materials.
- Provide listening, speaking, reading, and writing instruction to ELL students.
- Supervise paraprofessionals, tutors, and teacher associates who provide instruction to ELL students.
- Plan and implement clearly defined program objectives.
- Plan and implement clearly defined student goals.
- Collaborate and coordinate instruction with content area teachers.
- Collaborate scheduling with building principal.
- Report test results to the appropriate entity, for example, school district, AEA, or state of Iowa.
- Provide input on all program components.
- Promote the understanding of other cultures.
- Provide formal and informal assessments that become part of the ELL student's cumulative folder.

XII. Program Standards

In order to ensure the best educational opportunity for the English Language Learners (ELL) in the Charter Oak-Ute School District, and to ensure that staff, students, and the community benefit from the presence of ELL students, the following standards are recommended for maintaining an ESL program.

1. The schools are assigned appropriate ESL staff. (Staff that have been trained to work with ESL students).

2. The district must ensure that the building staff understands specific concerns relating to ELL students:
   - Developing appropriate schedules for ELL students.
   - Establishing effective classroom strategies and materials to help ELL students.
   - Collaborating with ESL staff, with parents and community agencies.
   - Understanding staff responsibilities towards ELL students.
   - Training in ESL pedagogy and cultural awareness, as well as language acquisition issues and length of time needed for language acquisition.

1. District administrators and the ESL Coordinator should know how to facilitate the integration of the ESL program into the building programs. Integration process includes:
   - Facilitating enrollment/registration process and transportation issues
   - Understanding ESL policies/procedures & district guidelines for program delivery
   - Ensuring proper resources and counseling services are available
   - Ensuring that ESL students interact with the student body
   - Understanding of ESL pedagogy
   - Collaborating with the ESL staff
   - Being aware of rights and responsibilities of parents, students, and schools

1. The district will provide an appropriate school to home communication process.
   - Communications, to the extent possible, will be sent home in English and the native language.
   - The district will ensure that interpreters are present for meetings and conferences.
   - The district will have interpreter services for parents when school procedures and policies are being implemented, such as: disciplinary actions, staffings, etc.
   - Extracurricular opportunities explained to parents in the native language.

1. The district will provide appropriate educational resources.
   - At least one set of district recommended ESL materials per building
   - Furniture, basic supplies, and instructional equipment will be provided.
   - Adequate classroom space, where oral language can be practiced.
   - Bilingual dictionaries for ELL students literate in their native language.
   - ESL teachers and staff should have access to up-to-date ESL training.

1. The district will ensure that ELL students have equal access to all school activities and programs.
   - Extracurricular activities should be available to ELL students.
   - School-to-work initiatives should include ELL students.
   - Career/technical education, at-risk, G/T programs should include ELL students.
   - ELL student should be included in all Federal Title programs.

1. The district will ensure that ELL students are appropriately assessed.

- Holding the same expectations for ELL students, as other students in the district, on meeting district standards.
- Determining appropriate assessments for ELL students.
- Providing modifications on assessments when needed.
- Providing alternative assessments when needed.

XIII. Evaluation of Program

The ESL Program will be evaluated annually to determine if revision or modification is warranted based on the assessment of ESL Program Goals and ELL student progress. Teachers, administrators, and parents will be involved in addition to ESL Program staff. The evaluation will examine the following areas:

Identification of the ELL
- Are students being identified using a consistent procedure within the district?
- Are the initial documents placed in the portfolio of the students?

Assessment
- Are all ELL students taking the IPT when they arrive in the district to determine a baseline score and also taking the IPT again in the spring?
- Is ESL staff consistent in facilitation and scoring of the test?
- Are the ELL students also being assessed using ITBS, ITED, and content area pre-tests and post-tests?

Growth of the ELL
- Are most of the ELLs exiting the program within three years?
- Are goals being met for language proficiency and academic development?

Exit and monitoring of the ELL
- Is there consistency in the exit procedures used by the ESL teachers?
- Is the two-year monitoring program working effectively for the district?

ESL Staff
- Is the ESL staff certified?
- Are there opportunities for professional development for the ESL staff?

Communication with content area teachers
- Is there a standard method to communicate to content area teachers?
- Are content area teachers aware of the modifications for ELL students?

Communication with parents or guardians of ELL
- Are parents involved with the ESL Program?
- Are parents receiving communication from the school in a language they understand?
- Are there translators to help the parents communicate to the school?

Coordination between elementary, middle school, and high school
- Are the ESL programs in different buildings or grade levels consistent with the school's ESL policies?
- Are there follow-up procedures for students from building to building?

Special Education
- · Is the district following procedure when identifying and assessing special education ELL students?
- · Are the needs of these students being met?

Mentoring
- · Is there a mentoring program where students, teachers, or community members can help ELL students in the program?

XVI. Resources

Iowa Department of Education
Bureau of Instructional Services
Des Moines, IA 50319
Contact person: Dr. Carmen P. Sosa
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Title I
Office of Ed. Services of Children, Families, and Communities
Grimes State Office Building
Des Moines, IA 50319
Contact person: Paul Cahill
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Iowa Department of Human Services
Bureau of Refugee Services
City View Plaza, Suite D
1200 University
Des Moines, IA 50314
Contact person: Wayne Johnson
Phone: 515-362-2780

Iowa Department of Human Rights
Iowa Division of Latino Affairs
Lucas State Office Building
Des Moines, IA 51309
Phone: 515-281-4070

Iowa Council for International Understanding
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XV. Glossary

Acculturation – the process by which an individual adapts to a new culture

BICS – Basic Interpersonal Communicative Skills—vernacular language often aided by hand gestures or the environment

CALP – Cognitive/Academic Language Proficiency – the level or degree of language needed to perform successfully within a given academic environment, often involving higher-level thinking or more complex and abstract through processes

Comprehensive Input – language used at a level the learner can comprehend

ELL – English Language Learner – non-native speakers of English who are learning English.

ESL – English as a Second Language – refers to the program or subject area where students are instructed in English

FEP – Fluent English Proficient – a learner who speaks one or more languages with fluency in English as one of the languages

IPT – IDEA Proficiency Test – supported by AEA 12 but not accepted by NCLB at this point. A new test is being designed.

Language proficiency – often synonymous with language competence or a specific, measurable outcome as determined from language testing

LEP – Limited English Proficient – students who have learned some English but who are not yet fluent

NEP – Non-English Proficient – students new to the English language who are just beginning to learn it