



## **ELL Instruction Educational Program Plan & Policy**

### **I. Critical Element A: LIEP Placement Procedures**

#### **A. Initial Identification**

##### **Incoming Transfer Students**

- Qualified staff members will check an incoming student's files to determine if the student has been screened for EL services, previously received EL services, or has exited EL services. New City School will follow the determination of the previous school or district unless there is reason to believe that the student should be reassessed

#### **B. Incoming Student with No Prior School Files**

##### **1. Determining Home Language**

- When students enroll in New City School, each family must complete a Home Language Questionnaire to determine the primary language of every student.
- The questionnaire determines if a student:
  - First learned a language other than English
  - Speaks a language other than English
  - Understands a language other than English
  - Has consistent interactions in a language other than English

##### **2. Screening Assessment - A student who is determined to have a home language other than English should be screened for EL services using a grade appropriate English language screening assessment.**

#### **C. Criteria For Continued Placement/Exiting From EL Service**

- If a student's overall composite score on the ACCESS for ELs is not at least 4.5, the student qualifies for continuing EL services.
- To exit EL services a student needs an ACCESS composite score of >4.5, with all domains >3.5. If 3 of 4 domains are > 3.5, student may exit based on additional considerations. These additional considerations might be MCA scores, MAP scores, or other appropriate, domain specific criteria.

### **II. Critical Element B: LIEP Description**

**A. Goals** - The goal of EL instruction at New City School is to help students develop the linguistic tools needed to access social-emotional, and academic interactions within the school community and beyond.

**B. Collaboration** - General education teachers and EL teachers work collaboratively to teach language through linguistic, visual, and interactive learning experiences. EL

staff and mainstream teachers will collaborate to develop language supports to aid the development of speaking, listening, reading, and writing skills.

- C. Support - EL support may occur inside or outside of the mainstream classroom, depending on the needs of the individual student or group of students. EL staff and mainstream teachers will collaborate to ensure students are able to participate in core instruction to the greatest extent possible.
- D. Models - A variety of instructional models may be used, including but not limited to:
  - Push-in classroom support.
  - Direct instruction of vocabulary and grammar.
  - Guided Reading.
  - Grade level content instruction based on district curriculum in the academic language of Mathematics, Science, Social Studies, and Language arts.

### **III. Critical Element C: Amount and Scope of Instruction**

- A. Goals - EL services will support the student in the acquisition of English in the areas of speaking, listening, reading and writing. The amount and scope of services for each student will vary, depending on the specific needs of each student. In general, the lowest level students should receive the highest frequency of service per week as well as the most minutes of service.
- B. Level 1 - Students in Level 1 should receive daily EL service with a focus language necessary for participation in academic as well as social activities.
- C. Level 2 - Students in Level 2 should receive EL service no fewer than 4 times per week. Areas of focus will be determined by EL staff in consultation with mainstream teachers based on the specific needs of each student.
- D. Level 3 - Students in Level 3 should receive EL service multiple times per week. Areas of focus will be determined by EL staff in consultation with mainstream teachers based on the specific needs of each student.
- E. Level 4 - As it is likely that a student in level 4 has reached proficiency in most areas, service minutes should be focused on area of greatest need whether that be speaking, listening, reading, writing based on the needs of the individual student. A student in Level 4 may possibly be exited from EL service.
- F. Level 5 - Exited from EL Service.
- G. Level 6 - Exited from EL service.

#### **IV. Critical Element D: Communication of English Learner Program Information**

- A. Notification of Student Placement into EL Program
  - Families are notified of a student’s Initial Placement or Continuing Placement within 30 calendar days of placement.
  - Notification is provided in writing using the New City Charter School English Learner Program Placement Letter.
- B. Parent Teacher Conferences - EL teaching staff is available at all conferences throughout the school year to communicate with families about specifics regarding the EL instruction of their students.
- C. Information and Community Input into EL Program - As part of an annual “Targeted Services Night” event, families of all eligible EL students are invited to the school to ask questions, give input, and communicate with the school about EL services.
- D. Translation - Translation service is available in multiple languages for families to ensure clear and productive communication between school and community regarding EL service.

**Adopted by the NCS Board of Directors, April 18, 2018**