

# Student Support

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## *ELL Parent Guide*

*Program Descriptions, Policies and Procedures for English Language Learners at CAS*

## CAS Mission

To empower students with a holistic, rigorous and international education for success in an ever changing world

## CAS Core Values

- ✓ Achievement
- ✓ Collaboration
- ✓ Integrity
- ✓ Respect
- ✓ Responsibility

## Contents

ELL Admission Policy and Procedures	3
ELL Flowchart	4
ELL program information	5-7



## Collegiate American School ELL Admission Policy and Procedures

Collegiate American School's admission policy in regard to ELL has been developed in accordance with UAE Federal Law (2006), Law No. 2 (2014), and with international regulations such as Section 1703(f) of the US Equal Educational Opportunities Act of 1974 (EEOA). This ensures we follow best practices of ELL admission, identification, and instruction in order to enable our ELL students to overcome their English language barrier. The effectiveness of the implementation of these policies for all students, in all phases, is evident through the use of our identification procedures, provision of services, and student progress data. The Senior Leadership Team, Student Support Team, and the Advisory Council are engaged in the creating, evaluation and management of the ELL policies and procedures. Leaders and teachers attend relevant professional development to remain current in the field and able to offer suggestions and/or recommendations.

The admission procedure for ELL students includes completing all required admission forms and provide all required documents. Following completion of these requirements, an evaluation will then be scheduled with the Admissions team. Students may be referred for further testing to be done by a member of the Student Support Team.

### **The Student Support Team (SST) is comprised of:**

- Superintendent/Head of School
- Principal/s
- Deputy Principal/s
- Early Childhood Coordinator
- Student Services Coordinator
- Curriculum Coordinator
- English Language Learning Teachers
- Counselors
- Learning Support Teachers

**English Language Learners**

**Step by step induction procedure at Collegiate  
American School**

Dubai (2016)

Step 1  
Screening

Step 2  
Initial ELL  
Identification  
Assessment

**Admissions Department**

**ELL Department**

**1a: Home Language Questionnaire:**  
Parents/guardians fill out the HLQ for all new students. A copy of this questionnaire is maintained in each student's file.

An individual **interview** is conducted with the student and the students' parent/guardians. This includes reviewing documents, prior assessments and academic experience.

**2a:** Once possible ELLs are identified by admissions, ELL department administers **WIDA-APT/NYSESLAT** assessment to determine students' English language Proficiency across all language essentials before identifying them as ELLs. These assessments are carried out within the first two weeks the student start school.

**1b:** Students takes entrance exam. If the students' reading and/or language score is low on **MAP** scores, and if the HLQ indicates that their primary or home language is other than English, they are further screened to determine whether they might be ELLs or students with limited English proficiency.

**If the students' reading and/or language score is low on MAP scores, and if the HLQ indicates that their primary or home language is other than English, continue to step 2a.**

**FOR ELL STUDENTS WITH DISABILITIES, CONTINUE TO STEP 1C**

**2b:** Parents are notified of **ELL Identification Determination Needs** based on students' **WIDA-APT/NYSESLAT** scores, Entering and Emerging Level students are exempted from taking additional foreign languages until able to attain a proficient level of English.

**1C:** If a SEND student is an ELL, the ELL department further assesses and makes recommendations based on the ELL's IEP. These recommendations are regarding enrolling the ELL into the ELL program, Learning Support Program or both.

## English Language Learners (ELL) Program

The ELL program at CAS is dedicated to optimizing individual learning and potential for students whose first language is not English. ELL support is offered to students in grades 1 thru 11. It targets students who are learning English for the first time or not yet proficient in English. Students in need of ELL services are either given an ELL assessment prior to school acceptance and placements are based on this assessment, or teachers identify a student at a low English language level, go through the SST referral process which initiates an ELL assessment. Students meet with ELL staff for instruction. Materials and methods are appropriate to the grade, age and language level of each individual student.

### **ELL Program Goals**

- To develop socially and culturally appropriate communication skills.
- To develop academic language for success in the content areas.
- To take pride in their cultural and linguistic backgrounds.

### **ELL Program Standards**

The CAS ELL program uses the WIDA English Language Proficiency Standards and Benchmarks, K-12, to guide instruction and achieve program goals. The Standards are aligned with Common Core State Standards. We use curriculum that addresses all components of language acquisition including speaking, listening, reading, writing, and structure; and follows the five stages of second language acquisition, such as, Read, Write Inc..

### **Equitable Access**

All English language learners have opportunities for full participation in special opportunity programs (i.e. Co-curricular activities, Middle/High School extensions, advanced classes, Special Education, etc.)

### **\*Policy regarding foreign (French and Spanish) language options for students in the ELL program:**

**Stage 1:** Students in stage 1 of ELL service are not given the option to participate in additional foreign (French or Spanish) language classes. They are scheduled to attend ELL instead, and in addition to their regular ELL class time, in order to develop their English listening, speaking, reading, writing, vocabulary, and grammar skills.

**Stage 2:** Because ELL can greatly improve language skills in a relatively short period of time and each student acquires language skills at differing speeds, some students become independent learners quicker than others. Therefore, students in stage 2 may or may not attend French or Spanish language classes based on a recommendation made by the ELL teacher/s. Once a recommendation is made that a student may participate in an additional foreign language, the students' parents/guardians are given the option to have them included or not. Regularly scheduled ELL classes continue through this stage.

**Stage 3:** Options are given comparable to a non-ELL student.

### ELL Program Overview and Description:

- Determination of student eligibility
  - ✓ Assessed prior to admission or at beginning of school year to be completed by the end of September. New students are assessed on a rolling basis as they are accepted into CAS.
- Student actively participates in ELL
  - ✓ Progress is reported in November, February and April.
  - ✓ Mid-year assessments are given in January.
  - ✓ Exit testing may take place based on student need.
- If exited from direct ELL service, the student enters transition period for up to two years during which time their academic progress is monitored by the ELL teacher but they are no longer actively receiving ELL instruction.

### Student Files, Documentation and Record Keeping:

Every student who is identified as ELL within the school will have a confidential file documenting the need for services. The students' file should include the following materials:

- ✓ Home Language Questionnaire
- ✓ Assessment documentation, e.g., placement test, progress assessments, exiting assessment, teacher checklists, student work samples, test reports (NYESL, WIDA, DRA, MAP), anecdotal information, portfolio rating scale, etc.
- ✓ Progress reports and end of semester reports

### Delivery of ELL Services:

Collegiate American School uses a variety of instructional models designed to develop proficiency in speaking, listening, reading, writing, and structure of the English language. Each delivery model is matched to meet individual student needs and may include a combination of models from multiple tiers.

Tier 1:

**\*Classroom teacher intervention:** Classroom teacher initiates various scientifically based interventions and accommodations to support the ELL student.

Tier 2:

**\*Consultation:** ELL teachers meet with classroom or content area teachers to provide professional development related to instructional strategies for ELLs and/or to help in planning for integrating ELL strategies into classroom/content instruction.

Tier 3:

**\*Co-Teaching Teaching:** ELL staff plan and teach with classroom or content area teachers.

Instruction integrates ELL and content area standards as well as ELL strategies.

**\*Push-in model:** In this model the ELL teacher goes into the mainstream classroom and works with the content area teacher to provide extra language support to students receiving ELL.

**\*Pullout model:** In this model ELLs are taken out of the mainstream classroom for part of the day to receive language support from an ELL teacher.

## Home Language Questionnaire (HLQ)

Dear Parent or Guardian:

In order to provide your child with the best possible education, we need to determine how well he or she understands, speaks, reads and writes English. Your assistance in answering these questions is greatly appreciated. Thank You

STUDENT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_ GRADE APPLIED FOR: \_\_\_\_\_

COUNTRY OF BIRTH / ANCESTRY: \_\_\_\_\_

NAME OF PERSON COMPLETING THIS FORM: \_\_\_\_\_

(✓ boxes that apply)

- What language(s) are spoken most of the time to the student, in the home or residence?  
 English  Other \_\_\_\_\_
- What language(s) does the student understand?  
 English  Other \_\_\_\_\_
- What language(s) does the student speak?  
 English  Other \_\_\_\_\_
- What language(s) does the student read?  
 English  Other \_\_\_\_\_  Does Not Read
- What language(s) does the student write?  
 English  Other \_\_\_\_\_  Does Not Write
- In your opinion, how well does the student understand, speak, read and write English?

	Very well	Only a little	Not at all
Understands English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Parent/Guardian/Other \_\_\_\_\_ Date \_\_\_\_\_

TO BE COMPLETED BY SCHOOL PERSONNEL:

DETERMINATION:  Possible ELL  English Proficient

