

## **Ark Community Charter School**

### **Provision of Special Education and Limited English Proficiency Services**

*Special Education:* ACCS will have the school district of residency of the student with the IEP provide services for the student as set forth on the student's IEP. ACCS will request that such services be provided at the ACCS campus.

*Limited English Proficiency:* As New York State does not, at this time, provide charter schools with separate additional funding for Limited English Proficiency (LEP) students, ACCS will request that the school district of residency of LEP students provide appropriate English as a Second Language (ESL) services for such students. ACCS will request that such services be provided at the ACCS campus.

### **Providing an Appropriate Special Language Program and Demonstrating Success**

It is our intention that, any student who is identified by appropriate assessments as LEP will be provided the recommended level of ESL service through arrangements to be made with the student's school district of residency.

Because all instruction will be in English, ACCS educators who are working with students who are LEP will be provided with information about second language acquisition and the strategies most likely to produce successful learning experiences for students who are LEP. ACCS also will make use of the services of the Bilingual Education Technical Assistance Center (BETAC) for on-going technical assistance as needed.

Students who are LEP will be evaluated on their progress in the general education curriculum, as will all students. In addition, in consultation with the school district's ESL professional, their progress in acquisition of functional and academic English skills will be monitored. Their level of success will be communicated regularly to their parents/guardians, and will be used to determine the need to change the ESL services they are provided.

### **Ensuring the Availability and Proper Use of Adequate Staff, Curricular Materials, and Facilities**

Based upon information provided by the school district's ESL professional, a plan for the provision of ESL services will be developed for each child determined to be LEP and in need of services. Based upon these plans, arrangements will be made with the school district of the student's residency to recommend curricular materials to allow full participation of the targeted students. ACCS will do its best to ensure that no student will be denied full participation due to being LEP.

### **Ensuring Appropriate Evaluative Standards for Measuring Progress and Exiting ESL**

Standards for program entry and exit as well as for determining progress will be identified in consultation with the student's school district of residency and with the Bilingual Education Technical Assistance Center (BETAC).

### Ensuring Continuing Program Assessment and Modification

The progress of students with LEP will be evaluated regularly, at least on the same frequency as general education reporting. ACCS shall consult with the school district's ESL professional about any changes to the ESL program that are needed based on these evaluations.

### Ensuring that Students with LEP are not Assigned to Classes for Students with Disabilities because of Their Limited English Proficiency

ACCS will work with the school district CSE to ensure that identification of disability under Part 200 is not made due to language issues solely the result of LEP. In the case that a student with LEP appears to also have a disability, ACCS will work with the school district CSE to ensure that he/she is educated in the least restrictive environment in which he/she can reasonably meet his/her IEP goals and objectives.

### Ensuring Communication with Parents in their Dominant Language

ACCS will ensure that parents who have limited proficiency in English receive notices and other information in their dominant language.