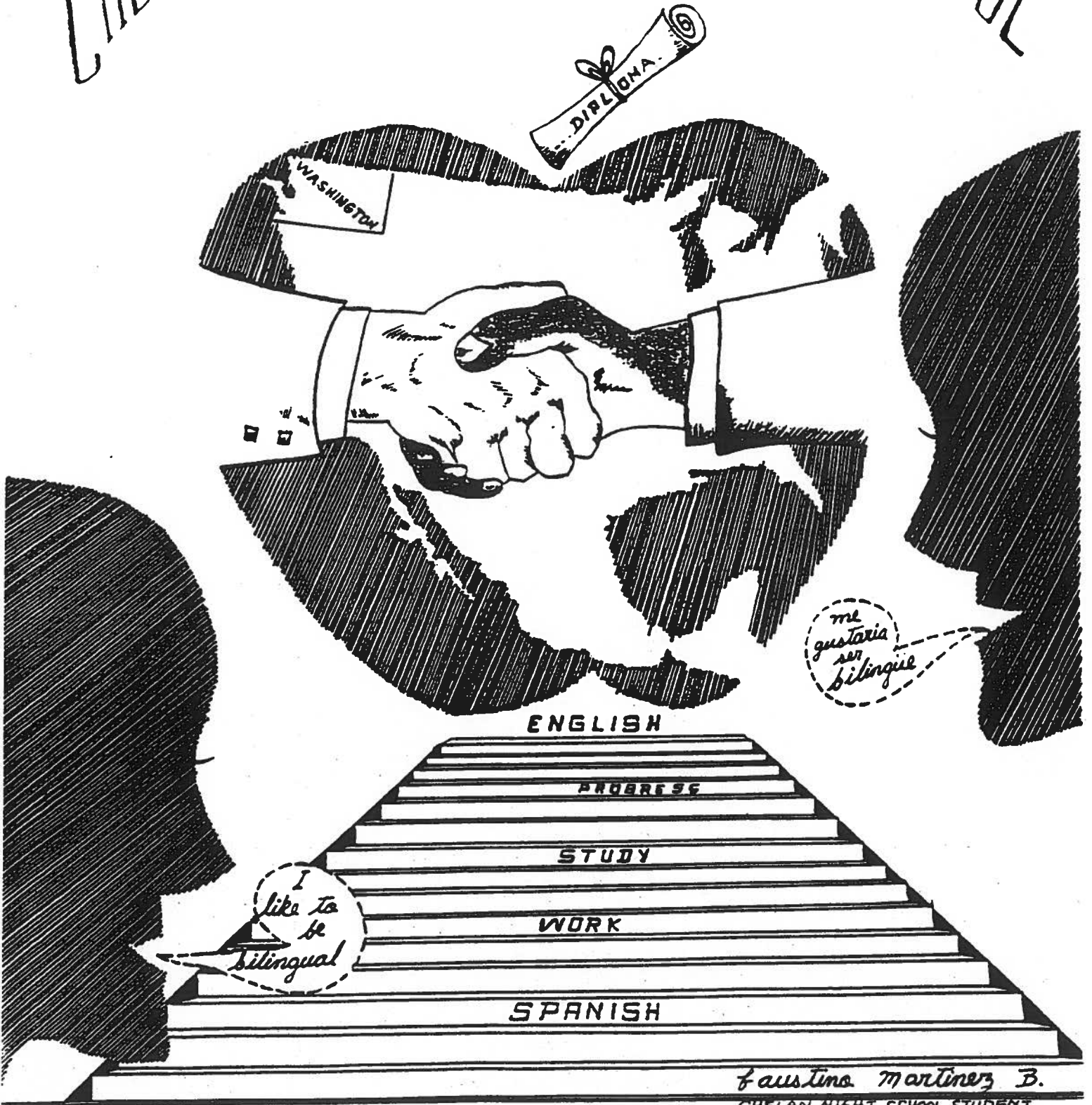


CHELAN PREPARATORY HIGH SCHOOL



DIPLOMA

WASHINGTON

me gustaria ser bilingue

I like to be bilingual

ENGLISH

PROGRESO

STUDY

WORK

SPANISH

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CHELAN NIGHT SCHOOL STUDENT

CHELAN PREPARATORY HIGH SCHOOL PROGRAM

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DISTRICT MISSION STATEMENT

In partnership with the parents and community, the Lake Chelan School District will be responsible for providing an excellent educational environment where all students can work toward their full potential while gaining the skills necessary to be successful lifelong learners and contributing members of society.

PROGRAM IDENTIFICATION

Chelan Preparatory High School is an evening alternative school program. Students attend from 6:00 p.m. to 9:30 p.m., Monday through Friday. These students are primarily immigrants from Mexico and are Limited or non-English speaking when they enter the school. The mission of the school is to present English as a Second Language instruction, as well as credit-producing content and vocational courses required for a high school diploma. Therefore, the content courses are written and presented in "Sheltered English" and include ESL strategies. Some courses contain a Spanish component. Reading, writing and speaking are taught and assessed simultaneously. Mastery of the essential academic learning requirements is a focus of every content course.

PROGRAM OBJECTIVES

- 1. To provide school at night for high school-aged students whose working schedules prevent them from attending school during the day.**
- 2. To provide English language instruction for non-English speaking and limited English speaking students.**
- 3. To increase the students academic knowledge in the areas of history, government, geography, science mathematics, literature and culture.**
- 4. To provide all of the credit producing courses or equivalencies required by the State of Washington for a high school diploma. The Chelan Preparatory High School issues an alternative high school diploma.**
- 5. To provide challenging literacy experiences in speaking reading and writing that increases literacy proficiency.**
- 6. To increase learning and functioning skills in areas of group discussion and cooperation, reporting, analyzing, communicating, studying, test taking and critical thinking.**
- 7. To provide practical vocational experiences and awareness of career opportunities available in the community.**
- 8. To provide culturally relevant materials and presentations that acknowledges the Mexican heritage of the majority of these Chelan students.**

PROGRAM DESIGN

The night school component of our Secondary Transitional Bilingual Program was begun in 1992. The students have named it Chelan Preparatory High School. It serves students who are working and cannot attend day school on a regular basis. The vast majority of these students are Hispanic, migrant, limited in English proficiency, and either self-supporting or an essential contributor to their family's income. It provides a Newcomer Center for beginning second language proficient students and a Sheltered Content Center for those passing out of the Newcomer Center and accruing credits towards a diploma. All of the 19 credits required by the state of Washington are available through sheltered content courses. These courses are taught on a rotating basis over a three to four year period. Night school students work towards an alternative Chelan High School diploma.

The night school head teacher, Mark Brundage, works closely with the day school head teacher, Sara Moody, to ensure smooth transitioning of students and credits between programs if programming change is recommended. The night school runs from 6:00 to 9:30 five nights a week. Also, an evening meal is served. Those who qualify are eligible for a free or reduced-priced meal. All other students must pay the regular full fare for a student meal. Bussing is provided for night school students coming to school and returning home.

The day school component of our Secondary Transition Bilingual Program is different from the night. It also has a Newcomer Center in combination with the middle school. ESL I, II, III are taught every semester of high school until a student is able to exit into mainstream English as indicated by the WLPT test and student portfolio. Specifically designed curriculum such as Basic English, Multi-Cultural Literature and Success in Secondary Classrooms has been aligned with the State Essential Learnings in Communication, Reading, and Writing. We begin high school ESL to prepare students for the 4th, 7th and 10th grade benchmarks from the day they enter our program. Sheltered content courses are also taught on rotation basis in the day program. Those offered for high school credit, like Washington State History and Health, have been approved by the counselor of the high school. Others, like Government, Life Science, and Life Skills are offered for elective credit, but prepare students to succeed in mainstream content classes. Those offered for high school credit, like Washington State

History and Health, have been approved by the counselor of the high school. Others, like Government, Life Science, and Life Skills are offered for elective credit, but prepare students to succeed in mainstream content classes. We are exceptionally pleased with the transfer of learning experienced from sheltered content courses to the mainstream content classes. The day school also offers tutorial support, for students struggling in mainstream classes, before school, at lunch and after school.

PROGRAM OF INSTRUCTION

Sheltered Content Curriculum

The bilingual staff at Chelan High School has been creating sheltered content curriculum for transitional bilingual students since 1993-94. Chevy Kneisley, the original high school transitional bilingual teacher at Chelan High School, was named master teacher and curriculum writer as part of a Title VII grant. Since then, twenty courses have been created and taught in the sheltered content format. Fourteen of those courses have been field tested in both day and night programs and prepared for dissemination to Washington State schools with limited English proficient populations.

All of the sheltered content courses are based on comparable goals and objectives to courses taught in mainstream high schools. Five of these courses have been aligned with the state essential learnings in communication, reading, and writing. We are convinced by many years of experience with sheltered content that limited English students perform better in mainstream classes and increase their desire and ability to graduate from high school when they include sheltered content curriculum is included in their early second language acquisition process.

Monolingual students begin the process of acquiring English at both day and night schools in a Newcomer Center. The newcomer curriculum consists of ten units of study that develop a vocabulary of 600 English words. Students learn through the trilogy of speaking, reading writing and they participate in dialogues, changes, role plays, T.P.R. exercises, games and traditional academic exercises. Each student monitors his own progress on activity sheets that keep a record of all of his participation.

The curriculum which we have been creating is sheltered content. It builds on the basic 600 word vocabulary that is introduced in the newcomer classes and expands into the vocational, social studies, science, math, health, and literature, language, and composition areas. This curriculum answers a need that all teachers of secondary limited English students have: A need to provide content at a second grade reading level, but at an adolescent interest level that meets district goals and objectives and allows LEP's to learn and experience

success. The sheltered content curriculum that we use helps keep students in school and steadily moves them toward English fluency and graduation.

In the day program, two sheltered content courses are taught each semester for credit. They are rotated so that students who are still part of the transitional bilingual program can have access to different contents. In the night program, all of the classes are sheltered content. They are rotated over a three year period so that students passing out of the newcomer center can take different courses each semester and eventually complete all nineteen credits for a Washington State diploma. We are very proud of the options and opportunities sheltered content provides for students. We are also proud that students in the night program have the opportunity to work towards a Washington State Diploma. Since the beginning of Chelan Preparatory High School, 32 students have graduated. About a third of those students are dropout retrievals from our day high school or other school districts and two thirds have stayed three to four years in the night program to complete the credits Chelan's Preparatory High School graduation is separate from the day school. It is a celebration of great significance because students who had no hope of graduation are wearing the cap and gown and marching towards their diploma.

CHELAN PREPARATORY HIGH SCHOOL GRADUATION REQUIREMENTS

In accordance with WAC 391-121-182, the Night School is required to complete an alternative student Learning Plan for all students. Every student enrolled in this program shall have a written individual plan developed in collaboration with the student, the student's parent (s) or guardian, and/or other interested parties. All students enrolled in the Night School Program must, as a minimum, successfully complete the following courses as required by the State Board of Education and the Lake Chelan School District:

English	3 credits
Mathematics	2 credits
Social Studies	
United States History & Government	1 credit
*Washington State History & Government	0.5 credit
Contemporary World Problems	1 credit
Science (1 credit in Laboratory Science)	2 credits
Occupational Education	1 credit
Health/Fitness	2 credits
Fine Arts (Visual or Performing)	1 credit
Micro Applications	0.5 credit
Electives	5.0 credits
**Culminating Project (non-credit requirement)	
***High School + Education Plan (Non-credit requirement)	

Total Graduation Requirements	19.0 credits
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***Washington State History taken in the 8th grade may be counted to help fulfill the requirement in high school, but will not be counted as a high school credit. If a student has transferred in from another state and has completed that state's history and government course the requirement for Washington State History and Government will have been satisfied. This class will show up as a "P" (pass) and will not be included in the student's high school GPA.**

****Demonstration of learning competencies and preparations (part of current world problems class).**

*****An education plan for student's high school experience and what they expect to do the year following graduation. (Part of Senior Presentation)**

Students will receive a Chelan Preparatory High School diploma when they earn the required 19 credits described above. Credits will be issued in 0.25 minimum increments as students demonstrate mastery of material presented. All credits are transferable to Chelan High School and could be counted towards graduation requirements. Grades and credits will be issued at the end of each semester. Beginning with the class of 2008, all students are required to pass the WASL test in order to receive a Chelan Preparatory High School Diploma.

CHELAN PREPARATORY HIGH SCHOOL
Credit Evaluation Sheet

Name: _____ Date: _____

Required Credits	Subject Area	Completion Record					
3	ENGLISH	.50	.50	.50	.50	.50	.50
2	MATHEMATICS	.50	.50	.50	.50		
2.5	SOCIAL STUDIES	WSH	US		CWP		
		.50	.50	.50	.50	.50	
2	SCIENCE	.50	.50	.50	.50		
2	PE/HEALTH		PE		HE		
		.50	.50	.50	.50		
1	OCCUPATIONAL ED	.50	.50				
.50	MICRO APPLICATIONS	.50					
1	FINE ARTS	.50	.50				
Elective Credits							
5.0							
	ELECTIVES	.50	.50	.50	.50		
TOTAL: 19		.50	.50	.50	.50		
		.50	.50				

Required Credits Earned: _____

Elective Credits Earned: _____

Total Earned Credits: _____

Total Needed to Graduate (Electives + Required): _____

COURSE OFFERINGS

MATH

General Math 1
General Math 2
Real Life Math
Pre-Algebra
Consumer Math
Geometry
Algebra

SCIENCE

Agricultural Science
Physical Science
Life Science
Biology (Spanish)
Human Biology (Sp.)
General Science

ENGLISH

ESL 1
ESL 2
ESL 3
ESL Reading
Adventure Literature
English Composition
World Folktales
Basic English
Multi-Cultural Lit.

History

U.S. History
U.S. Government
Wash. State History
World Geography
Current World Prob.

Electives

Artistic Expressions
Micro Applications
Life Skills
Success in Secondary Classroom

Physical Education

Health
PE

Some courses are offered through on-line curriculum such as NovaNet. Students also have the option to take courses offered through a national curriculum, the PASS Program.

GRADING POLICY

Students must demonstrate competency by earning at least 70% proficiency. An 80% will be granted a "B" letter grade and 90% will be granted an "A" letter grade. An "I" for incomplete will be given in any course when competency level has not been reached. The following is a grading chart:

100-92 = A

91-90 = A-

88-89 = B+

82-87 = B

80-81 = B-

78-79 = C+

72-77 = C

70-71 = C-

I (69 or below) = Incomplete

Some courses are offered as Pass/Fail such as; Micro Application and Fitness. Pass/Fail is left to the discretion of the instructor. Grades issued through the PASS Program are awarded according to the above chart with one exception. The PASS Program allows the issuance of the following grades:

- 68-69-D+
- 67-60-D
- 0-59-F

Credits required for grade levels: In order to be considered to be member of a grade level, students must have earned the following number of credits:

	High School (26 Credits Required)	Alternative Schools (19 Credits Required)
9 th Grade	0-6 credits	0-4.5 credits
10 th Grade	Between 6 & 12 credits	Between 4.5 and 9 credits
11 th Grade	Between 12 & 18 credits	Between 9 & 14 credits
12 th Grade	Over 18 credits	Over 14 credits

NIGHTLY SCHEDULE

Monday, Wednesday, Friday:

- 6:00 - 6:30 Dinner
- 6:30 - 8:00 ESL or Content Based Class
- 8:00 - 8:30 P.E.
- 8:30 - 8:40 Break
- 8:40 - 9:30 ESL or Content Based Class

Tuesday, Thursday:

- 6:00 - 6:30 Dinner
- 6:30 - 7:30 ESL or Content Based Class
- 7:30 - 8:15 Computer Lab
- 8:15 - 8:30 Break
- 8:30 - 9:30 ESL or Content Based Class

ATTENDANCE POLICY

Laws of the State of Washington state that students “shall be regular and punctual” in their attendance. The attendance procedures at Chelan Preparatory High School are designed to assist students and their parents in recognizing the importance of regular and prompt attendance.

Students will be permitted to make up all missed assignments under reasonable time limits. Grades are determined by the quantity and quality of a student’s completed assignments, as well as participation in class. Credit is determined by a students’ actual attendance and/or by contracted hours reported and confirmed. Students will be notified if their attendance becomes an issue and affects their academic performance.

Each student’s educational progress will be reviewed at least monthly. The results of the reviews shall be shared with the student and with the parents or guardians of students. If a student does not make satisfactory progress in the activities identified in his or her plan, a revised plan may be implemented.

If the student’s performance does improve in the ninety days after the first date he or she has been determined to be failing (or sooner at the district’s discretion), the program staff will develop a plan to remove the student from the program not later than at the end of the current school year and for not less than one school term. Students have the right to enroll in other district programs.

HARASSMENT, INTIMIDATION, BULLYING

Chelan Preparatory High School is committed to a safe and civil educational environment for all students, employees, and volunteers free from harassment intimidation and bullying. "Harassment, intimidation or bullying" means any intentional written verbal, or physical act, including, but not limited to one shown to be motivated by any characteristic. This means: race, color, religion, ancestry, national origin, gender, sexual orientation, mental or physical disability.

Anyone may use informal procedures to report and resolve complaints of harassment, intimidation, or bullying. Informal remedies include an opportunity for the complainant to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate, either in writing or face-to-face. A formal complaint may also be initiated against the alleged perpetrator. All formal complaints must be in writing. Corrective action will be taken immediately. Corrective measures deemed necessary will be instituted as quickly as possible.

DRUG, ALCOHOL, TOBACCO, AND WEAPONS POLICY

It is the policy of Lake Chelan School District and Chelan Preparatory High School, as well as state law, that our school is a drug, alcohol, tobacco, and weapons free school. It is the intent of the law and the school policy that no use of drugs, alcohol, and tobacco be permitted on school grounds at anytime. Adults as well as students are subject to enforcement according to the law. Students will be subject to consequences outlined in the discipline policy. It is imperative that a safe and orderly environment exist to promote learning in Chelan Preparatory High School.

Firearms/weapons are not allowed in school, at school sponsored activities, on school grounds, facilities, or school provided transportation. If a student brings a firearm to school it will result in an immediate expulsion for no less than one calendar year, including notification of parents and law enforcement. The expulsion may be modified by the school district on a case by case basis.

DISCIPLINE POLICY

Chelan Night School students are expected to adhere to acceptable standards of courtesy, decency and morality. The discipline policy is progressive; consequences grow from minor to more serious as the number of infractions increases.

Level 1 Offenses

**Minor classroom disruptions
Eating/drinking in halls/classroom
Public display of affection
Tardies
Loitering
Other (includes non-suits in PE)**

Level 1 Consequences

**1-Student conference
2-Parent contact
3-Detention with teacher
4-In-school suspension
5- 1-3 days in-school suspension
6-1-3 day suspension**

Level 2 Offenses

**Willful disobedience/insubordination
Off campus without permission
Major classroom disruptions
Harassment/Intimidation
Inappropriate language to other students
Truancy

Lewd gestures
Cheating
Tobacco use or possession
Other**

Level 2 Consequence

**1-1 day in-school suspension
2-1-3 days in-school suspension
3-1-3 days suspension
4-3-5 days suspension
5-5-10 days suspension

6-Long term suspension (more than 10 days)**

Level 3 Offenses

Forgery

Theft

Inappropriate language to staff

Verbal abuse of staff

**Possession of drugs or paraphernalia
of alcohol**

Level 4 Offenses

Weapons

**Drugs/alcohol with intent to sell or
dispense**

Vandalism

Fighting

Assault

Extortion

False fire alarm, or bomb threat

Threat to a staff member

Gang related behavior

Level 3 Consequences

1-5 day suspension

**2-Long term suspension (more
than 10 days)**

Level 4 Consequences

1-Emergency expulsion

2-Expulsion

TESTIMONIALS

Mr. Mark Brundage, ESL Teacher, Night School

Besides providing a friendly learning environment and a full curriculum with a variety of sheltered English courses and intensive ESL classes, I feel our school also provides:

- **An opportunity for an education for those who work during the day that otherwise wouldn't be available**
- **Provides possible role models in the community (teacher and staff)**
- **An alternative to hanging out on street corners and gangs**
- **Provides relevant knowledge and information that can be directly applied to their lives and jobs; for example, Agriculture/Science teaches about the Washington State Apple industry**

Alberto Ramos, Chelan Preparatory High School Student

Night school is great. It has helped me so much. Sometimes it was hard to work and come to the school, but I wanted to learn and I think it was worth it. I remember the first day I came to this school, I couldn't understand the first questions that the teacher asked me. I thought it'll be impossible to understand and speak English, but I tried hard and now I understand. I read, and write a little. I have learned many other things, for example; American History, U.S. Government, World Geography, and Biology. I also learned a little math, typing on the computer and many other things that I can't list off of them.

Anonymous, Chelan Preparatory High School Student

I was a student in Mexico, but I left the school because my family needed money. Therefore, I decided to come to Washington. In this state, I found the opportunity to continue my school and ended it. Chelan High School, Night ESL Program and all people that make possible this program gave me the opportunity to follow ahead one more time. The program helps at young's like me to integrate into the American society. When I began to learn English, and talk English, I know the importance of this program for me. If there wasn't any program, I was in my home maybe watching t.v. I do plan to continue the school, I want to get in the college, if possible here or in Mexico.

Ramon Chavez-Delyado, Chelan Preparatory High Student

I'll talk about my feelings to this program. For me this is a very good program because no other city has a program like this. I really appreciate this program because it offers us a very big opportunity and now I know how big is it, because I have been learn a lot I have never learn before. This program is helping me a lot. It is teaching me how to think and how I can get a better life in this county. If there wasn't any program like this probably what I would do was just work in the orchards without education like any other vagabond in the streets. This program means a lot for me. I have a very big opportunity and I not misspend it. What I am planning to do after I get my diploma is to find a better job and take some night classes in the college.

P.S. I am really happy about this program.

Olga Garcia, Paraprofessional, Night School , 3 years

Many of these students have very little education from Mexico and so the night school has given them an exciting school experience that they've never had before. Also, English is so important to them just to try to survive in this community that is all English speaking, so all they get is helpful to them.

I have seen these students, as well as myself, grow in confidence. When I first came, I was scared to talk in front of the class, I was almost mute. Now, I love to do this! I am learning together with the students.

The curriculum works very well with them. After they get used to the T.P.R. they love it. There is a good balance between seat work and activity. I don't have words to say how much the new techniques I have learned have changed my life. Now I really want to be a teacher. The hardest part is always getting new students.

Gilberto Romero, Paraprofessional, Night School, 3 years

The Chelan School District's support of the Night School has made a big difference to students. I have seen several who started knowing almost no English, and three years later were able to graduate! That must mean we've been doing a good job.

Also, I see students this year in Level 2 with Mr. Brundage and last year they were here with me scared to even talk. I even saw some of them playing ball with Americans over the summer and practicing their English! They were feeling confidence because of our program.

The training I have had has really been helpful. I never heard of T.P.R. before I came here and now I see what a great way it is for students to

learn. I love the summer conference and was glad to see how easy it was to understand the teacher.

Personally, I think my job here helped me pass the G.E.D., even though it was in Spanish, because we cover so many subjects. The most help I got was from the computer math we teach.

Isidro Mendoza, Paraprofessional, Night School, 3 years

This program has helped me a lot. When I first came I didn't know very much. I got a lot of experience learning from the teacher how to teach. It really improved my grammar. I really like working with the night school students, because I was there once not being able to speak English. I really like helping these students and helping out the community. Mrs. Kneisley also helped me out a lot. I learned a lot from her. I also wouldn't have been able to graduate from the day school without volunteering as a TA for Mr. Brundage for credit for one year.

If I didn't come to this program, I wouldn't have learned how to help other people. This job gave me experience. I feel I'm doing something good working here and I'm recognized in the community for this and this makes me feel good! The training has made me able to explain my English better and help students learn. I really want to learn more about teaching English.