

BOARDMAN LOCAL SCHOOLS



ENGLISH LEARNER MANUAL

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Programs Summary

The Boardman Local Schools' EL program utilizes peer support, pull-out, inclusion and individual tutoring techniques for limited-English proficient students. These methods may vary for each building. The goal is to assist EL students in achieving full proficiency in their acquisition of the English language so that they are capable of meeting the challenging State of Ohio academic content and achievement standards that all students in the District are expected to meet.

PULL-OUT ENGLISH AS A SECOND LANGUAGE CLASSES

In our pull-out intervention program, the student receives services outside of his or her classroom. The private setting allows students to work on materials at their level without a chance of feeling embarrassed by comparing themselves with other classmates. The EL instructor collaborates with the classroom teachers to provide additional support to students in a small group as a means of helping them acquire the English skills they need to be successful in school. (LLI, guided reading, small group phonics, Raz-Kids, BrainPop, Noredink)

IN-CLASS OR INCLUSION INSTRUCTION

In this approach, EL students are together with their native-English speaking peers in the same classroom, but an ESL or bilingual education specialist is available in the classroom to support the EL students. For example, the ESL or bilingual education specialist may provide guidance to the EL students as they are working on a group project or individual assignment. (Readers and Writers Workshop, Everyday Math, etc.)

INDIVIDUAL TUTORING

Tutors may range from trained professional ESL or bilingual education teachers to volunteers who work under the supervision of specially trained teachers. The tutoring sessions may focus on promoting basic English communication skills or focus on English for academic purposes. Tutors collaborate with the classroom teachers to provide additional support to students in a one-on-one or small group setting in order to meet individual student needs. (Raz-Kids-ELL)

Program Outline

1. A Home Language Survey is completed by *ALL* new students enrolling in each school district.
- 2.If the Home Language Survey indicates a language other than English is spoken at home, that student is assessed in his/her ability to read, write, speak, listen and comprehend in English within the first two weeks of enrollment. (LAS Links)
- 3.The students who score proficient in all five domains are NOT considered an English Language Learner (EL). The students who are NOT proficient in ALL five domains are considered EL.
- 4.If a student is identified as EL, the school determines which kind of language program/services will address the student's English language and academic needs. The program/services designed and implemented is/are based on scientific research.
- 5.The school must, within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school), notify parents of English Language Learner (EL) students participating in ELL programs.
- 6.Schools determine if ELs are eligible for additional accommodations on statewide achievement tests, according to state law.
- 7.Schools annually re-assess the English language proficiency of ELL students using the state OELPA assessment.
- 8.Data is recorded in EMIS.

State Assessments

All Ohio students must take state tests including ELs whose primary language is not English and whose level of English proficiency is not at the level needed to participate effectively in the mainstream classroom. ELs are required to be taught (with appropriate support) the same academic content in the core subject areas (English language arts, mathematics, science and social studies) as their classmates, at the same time they are learning English. This is to ensure that ELs do not fall behind in any content areas as they are learning English. The state tests include all state diagnostic, 3-8 elementary, high school end-of-course, and Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) as well as the OELPA. There is no alternate form of the OELPA; all students identified as EL must take the OELPA, including those ELs with disabilities. All ELs, even those who are recently enrolled, must take the OELPA.

Ohio uses the Ohio English Language Proficiency Assessment (OELPA) to determine the extent to which an EL has acquired the necessary language skills to facilitate learning. The assessment is comprised of four parts: reading, writing, listening, and speaking...which assess the four domains of language. Each domain is scored on a 5-point scale, which aligns with Ohio's English Language Proficiency Standards.

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Boardman Local School District Parent Notification

The results of your child's English initial language assessment are as follows:

Listening_____ Speaking_____ Reading_____ Writing_____

Based on the results of the English language proficiency assessment, a tutoring program is offered to help your child learn English and make academic progress. Your child will attend this session for _____ hours per week. The sessions are designed to help your child attain English language proficiency as quickly as possible so that he or she can participate effectively in classrooms in which English is the language of instruction. Students typically take 3-5 years to attain proficiency although it may be more or less depending on the student.

We encourage parents to get involved in the education of their children, be active participants in assisting their student attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards expected of all students. Also, If your student has a disability, the EL program will include any requirements of the IEP.

The following criteria will be used to indicate that a student has attained the required level of English proficiency to be exited from our district's English Learner Program (EL):

A student is reclassified (no longer *English learner*) when the student has attained a performance level of Proficient on the OELPA. The Proficient performance level is defined as domain/test level scores of 4s and 5s in any combination across all four domains (listening, reading, writing and speaking). Students in grades K - 12 are eligible for reclassification if the student receives a performance level of Proficient.

We invite you to visit the school and meet with the staff to learn more about this program. If you have questions, please contact_____ by calling_____.

Sincerely,

H. Jared Cardillo
Director of Instruction

Student Name_____

Enrollment Date _____

Date Mailed Home _____

Boardman Local Schools
PARENT/GUARDIAN RESPONSE FORM

I understand the information in this letter.

Yes _____ No _____

I would like someone to explain the information in my native language.

Yes _____ No _____

My native language is _____ .

I agree to have my child receive the program services indicated on the previous page.

Yes _____ No _____

If you do not agree to have your child receive the program services indicated on the previous page, we will discuss with you other support that your child may receive.

Parent/ Legal Guardian signature _____
Date

Telephone number _____

Please return this form to your child's EL Instructor. Thank you.

Boardman Local Schools

Waiver of EL Services

Student's Name _____

School Building _____

Grade _____

As a parent / guardian of the above named student, I choose not to have my child, who is eligible for services, participate in the EL program. I understand he / she will be tested using the OELPA annually until he / she meets state requirements.

I hereby release the school and its personnel from all legal responsibilities or liability which may arise from my decision to waive supplement services.

Parent Signature

Date

Sample Exit Letter

Dear [Parents],

Each spring, your child takes a language progress test called the OELPA (Ohio English Language Proficiency Assessment) to test his/ her level of skills in English.

In the state of Ohio, once your child has achieved scores of 4 or 5 in the four different areas of the test (Reading, Writing, Listening, and Speaking) they are considered Proficient in English and no longer require English language services.

Congratulations! Your child, _____, has achieved Proficient status. Based on the results of this test, your child has achieved the needed level of English proficiency to advance in classroom academics without additional English language support services. It has been a pleasure to work with and teach your child and watch them grow academically.

If you have any questions, please don't hesitate to contact me at [Building]. Thank you for your support and everything you do to help your child succeed in school. I have truly enjoyed working with your child and I am very proud of his/ her progress and achievement with his/ her English language skills.

Sincerely,

[EL staff member]

HOME LANGUAGE SURVEY

Date: _____

School District: _____

Name of Student: _____

Family Name/First Name/Middle Initial

Date of Birth: _____ Place of Birth: _____

Month/Day/Year

City/State/Country

Name of Parent/Guardian: _____

Family Name/ First Name

Home Address: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Work Phone: _____

Ohio Home Language Usage Survey for All Students upon Initial Registration (PreK-12)

Parents: We ask the questions below to make sure your child receives the education services he or she needs. The answers to Section A below will tell your child's school staff if they need to check your child's proficiency in English. This makes sure your child has every opportunity to succeed in school. The answers to Section B will help school staff communicate with you in the language you prefer.

Student Name(First Name/Middle Initial/Last Name)

Date of Birth (mm/dd/yyyy)

Section A - Student's Language Background

1. What are the primary language(s) spoken in your home?
2. What language does your child use most frequently?

3. Which language did your child learn first?
4. What language do you use most frequently?
5. Is English the main language your child speaks?
6. How long has your child attended school in the United States?
7. What was your child's last year of schooling outside the United States?
8. How many years of education did your child complete in another country?
9. In what language(s) has your child received instruction?
10. Please share additional information to help us better understand your child's English language experiences?

Section B - Parent/Guardian Preferences

1. In which language do you want to get **written** information from the school?
2. In which language do you prefer to receive **oral or spoken** information from the school?

Signature of the parent/guardian

Date(mm/dd/yyyy)

Printed name of the parent/guardian

English Proficiency Levels of LEP Students

Students learning a new language proceed through different stages or levels of proficiency. Ohio has established five proficiency levels to categorize LEP students at different stages of their English language development:

Proficient - The student can work without help in a classroom where English is used for teaching. The student may now exit the English learning program. The child will no longer be treated as an English learner. The student scored any combination of level 4s and 5s on the four tests.

Progressing - The student needs teaching in the English language to be able to work in a classroom where the teacher uses English. The student will continue to receive English language services. The student scored a combination of levels that do not meet the Proficient or Emerging levels.

Emerging - The student is in the beginning stages of learning English. The student will continue receiving English language services. The student scored any combination of level 1s and 2s on the four tests.

Board Policy

English Learners

The Board recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the District, the District shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Students in a language minority or who are English Learners are identified, assessed and provided appropriate services.

The Board directs the administration to develop and implement instruction programs that:

1. appropriately identify language minority students;
2. provide the appropriate instruction to English learner students to assist them in gaining English language proficiency, as well as content knowledge, in reading/language arts and mathematics and
3. annually assess the English proficiency of students and monitor their progress in order to determine their readiness for the mainstream classroom environment.

The District requires all English learner students to be tested. Alternative assessments may be required. Students must make yearly gains towards closing the achievement gap as defined by the State Board of Education performance targets.

All students scoring below the designated level on the third grade ELA must be retained, except specific groups of students which include the EL. ELs who have been enrolled in U.S. schools for less than three full school years and have had less than three years of instruction in an English as a Second Language (ESL) program are exempt from the retention requirement stated in the Third Grade Reading Guarantee. ORC 3313.608(A)(2)

The District provides parents with notice of and information regarding the instructional program as required by law. Parent and family involvement is encouraged and parents are regularly apprised of their child's progress.