English Language Learner Program Handbook

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DISTRICT VISION FOR ALL STUDENTS

The Westlake City School District will provide a dynamic, student-centered, 21st Century learning environment. Our district will be characterized by high achievement, actively engaged learners, mutual respect, shared knowledge, pursuit of new skills and capabilities, collaborative learning, willingness to take action, a team commitment to data-driven continuous improvement and tangible results.

DISTRICT MISSION FOR ALL STUDENTS

WE EDUCATE FOR EXCELLENCE . . .

Empowering all students to achieve their educational goals,
to direct their lives and to contribute to society.

BACKGROUND

The Westlake City School District, with approximately 3,360 students in preschool through twelfth grade, has an increasing number of English Learners enrolling each year. Students in the District are ethnically diverse: 81.6% Caucasian, 6.5% Asian/Pacific Islander, 5.7% Hispanic, 1.8% African American and 4.3% Multiracial.

The District currently serves approximately 140 Limited English Proficient (LEP) students, often referred to as English Learners (ELs) in grades K-12. The English Learner student population is diverse, representing various countries and speaking more than 13 different languages.

The school district recognized the unique linguistic, cultural and academic needs of the EL student population and implemented a program in 2007. The District is committed to providing interventions and support services to help develop speaking and language skills. This allows students to achieve within the District's curriculum which is aligned to the state's educational standards.

This handbook outlines District procedures utilized during the registration process, screening, identification, support services and exit criteria. This handbook is meant to be a tool in establishing guidelines that are consistent and appropriate for English Learners. The goal of this handbook is to provide guidance for parents, staff and most importantly, equal educational opportunities for English Learners.

PHILOSOPHY
Language minority students have the same rights, privileges and responsibilities as other students in the Westlake City School District. The purposes of the ELL program are to (1) help English Learners overcome linguistic, cultural and academic difficulties; (2)assure that all English Learners receive an equal educational opportunity; (3) continue to develop ongoing opportunities to collaborate with general education teachers and administrators to support the unique needs of our English Learners; and (4) advocate for parental and community involvement.

PROGRAM GOALS
- **We will utilize best practices, including sheltered instruction and co-teaching, to create a program that will meet the needs of the English Learners.**

- **We will accurately identify, place and provide services to prepare English Learners for career or college pathways.**

- **We will monitor support services throughout the school year to evaluate the progress towards English language proficiency in order to meet the exit criteria.**

- **In an effort to meet the legislation changes established in *Every Student Succeeds Act* (ESSA), effective December 2015, which replaced the *No Child Left Behind Act* (NCLB), we will refine school and district practices with regard to identifying and supporting English Learners.**

- **Per ESSA, we will promote and develop support strategies to increase parent, family and community engagement in the education of English Learners.**

- **Per ESSA, we will assure English Learners will have equitable access to high quality teachers and outstanding learning opportunities.**

- **We will conduct an ongoing analysis to evaluate the effectiveness of the current service delivery model and success of the ELL Program. We will utilize multiple data points in order to evaluate the effectiveness of the ELL program. These will include:**
    - **Surveys completed by students, parents and teachers**
    - **Accountability data from our annual State Report Card**
    - **Annual OELPA (Ohio Test for English Language Acquisition) results**
    - **Curriculum-based/criterion-referenced progress monitoring tools, such as the Woodcock-Munoz Language Survey or other measures that are sensitive to the acquisition of literacy skills.**

STATE AND LOCAL POLICIES

The U.S. Department of Education and the Ohio Department of Education have identified steps for educating English Learners. Every student who enrolls in the District is required to have a Home Language Usage Survey submitted and on file. If a parent or guardian indicates a language other than English is spoken at home, the District will administer an English proficiency assessment to determine the listening, speaking, reading and writing skills for each student referred during the screening process. The assessment is conducted by a qualified professional trained in the administration of the assessment instrument. Any student who achieves a score lower than the eligibility cut-off score will be identified as an English Learner.

Definition: Limited English Proficient
Ohio follows the same federal government definition of Limited English Proficient. The term "limited English proficient," when used with respect to an individual, means an individual:

> (A) who is aged 3 through 21;
> (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
> (C) who was not born in the United States or whose native language is a language other than English;
>> (1) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
>> (2) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
>> (3) who is migratory, whose native language is not English, and who comes from an environment where a language other than English is dominant; and
> (D) whose difficulties in speaking, reading, writing, or understanding English may be sufficient to deny the individual
>> (1) the ability to meet the challenging state academic standards;
>> (2) the ability to successfully achieve in classrooms where the language of instruction is English; or
>> (3) the opportunity to participate fully in society (*ESEA*, as amended by *ESSA*, Section 8101[20]).

TYPES OF ENGLISH LEARNERS
Yvonne and David Freeman, authors of <u>Academic Language for English Language</u>

Learners and Struggling Readers, distinguish among three types of English Learners: (1) those who are newly arrived in the United States and well educated in their home country; they may succeed in school but face the challenges of learning English quickly enough to pass standardized or state assessments; (2) others who come with limited academic knowledge from their own countries due to limited access to education; they must learn how to read and write in English in addition to acquiring content area knowledge in English; (3) still others who were born in the United States or arrived to U.S. schools at a young age; they may possess proficient speaking skills but lack academic English.

PROGRAM OVERVIEW
STEP 1: Registration/Enrollment
- ❑ **Upon registration of students into the district, the Home Language Usage Survey is given to all parents/guardians through the online portal- Registration Gateway.**

Appendix A: Language Usage Survey

Parents and Guardians: Please only complete this page of the survey. The back of this form will be completed by the school. A completed language usage survey is required for all students upon enrollment in Ohio schools. This information will tell school staff if they need to check your child's proficiency in English. Answers to these questions ensure your child receives the education services to succeed in school. The information is not used to identify immigration status.

Student Name: *(First Name and Last Name)*	**Student Date of Birth:** *(mm/dd/yyyy)*
Communication Preferences Indicate your language preference so we can provide an interpreter or translated documents at no cost when you need them. All parents have the right to information about their child's education in a language they understand.	1. In what language(s) would your family prefer to communicate with the school?
Language Background Information about your child's language background helps us identify students who qualify for support to develop the language skills necessary for success in school. Testing may be necessary to determine if language supports are needed.	2. What language did your child learn first? 3. What language does your child use the most at home? 4. What languages are used in your home?
Prior Education Responses about your child's birth country and previous education give us information about the knowledge and skills your child is bringing to school and may enable the school to receive	5. In what country was your child born? 6. Has your child ever received formal education outside of the United States? ☐ Yes △ No

additional funding to support your child.	If yes, how many years/months?
	If yes, what was the language of instruction?
	7. Has your child attended school in the United States? Δ Yes Δ No If yes, when did your child first attend a school in the United States? _____ /_____/ _____ Month Day Year
Additional Information Please share additional information to help us understand your child's language experiences and educational background.	

Parent/Guardian First Name:_____ Parent/Guardian Last Name:_____

Parent/Guardian Signature:_____ Today's Date: *(mm/dd/yyyy)*

(Appendix A, continued)

COMPLETED BY SCHOOL EMPLOYEE

1. **Check.** Confirm the following statements related to the administration of Ohio's language usage survey:

   ☐ The district or school presented the language usage survey, to the extent practicable, in a language and form that the parent or guardian understood.

   ☐ The district or school informed the parent(s) or guardian(s) of the form's purpose. The language usage survey only is used to understand students' linguistic experiences and educational background.

   ☐ The district or school reports information from the language usage survey in the appropriate Educational Management Information System (EMIS) records.

   ☐ For students enrolling from other U.S. schools and districts, school officials request previous language survey data and refer to the information when identifying English learners.

   ☐ Results of the language usage survey are kept with the student's cumulative records and follow the student if he/she transfers to another district or school.

2. **Note.** Record additional information to assist the review of the language usage survey.

3. **Record.** Indicate responses from the language usage survey in the table below. Refer to the Language Usage Survey Annotations on page 2 for item-specific guidance.

Student's native language See Language Usage Survey Question 2. Report for <u>all</u> students in EMIS.	_____
Student's home language See Language Usage Survey Question 3. Report <u>only</u> for English learners in EMIS.	_____
Potential English learner See Language Usage Survey Questions 2-4.	☐ Yes. Assess the student's English proficiency. ☐ No. Do not assess the student's English proficiency.
Immigrant student status See Language Usage Survey Questions 5-7. Report for <u>all</u> students in EMIS.	☐ Yes, the student is an immigrant child. ☐ No, the child is not an immigrant child.

4. **Validation section.** Completed by Academic Services Dept.

❑ **The Department of Academic Services will refer students to TESOL certified teachers to administer the required OELPS (screener) who indicate that another language besides English is spoken at home.**

STEP 2: <u>Screening, Testing and Identification</u>
- ❑ **ELL Program teachers will assess English language proficiency for all students referred by the Department of Academic Services.**
- ❑ **Students will be tested within 30 school days depending upon the enrollment date.**
- ❑ **Testing Criteria –Ohio English Language Proficiency Screener (OELPS)**
  - o **Screener required by ODE**
    - ▪ **Preschool - no testing required**
    - ▪ **Kindergarten through Twelfth Grade**
      - ● **Students identified as emerging and progressing are identified as English Learners.**

    <u>**Note: Grade placement of newly enrolled English Learners (ELs)**</u>
    Grade decisions are made based on the District's evaluation of the student's academic records, taking into account the student's age, education history and assessment results. Students learning English as a new language will be placed in a grade as close as possible to their age peers.

STEP 3: <u>Notification</u>
- ❑ **Parent communication**
  - o **The Department of Academic Services will send a letter explaining the District service model, types of proficiency levels and permission to participate or decline services.**
    - ▪ **Parents are sent a Notice of Eligibility letter, copied to the building**

principal, within 5 calendar days.
- ▪ If a parent refuses services, the refusal <u>must</u> be in writing.
- o If a student is not eligible for services, the parents will be sent a Do Not Qualify letter. A copy of the letter will be sent to the building principal.
❑ Staff communication
- o Building principals will notify the appropriate general education teacher(s) whether a student is eligible or ineligible for services and if the parent has declined services. ESL teachers will review assessment data or educational records with staff as necessary.

Note: Classroom Teacher Referrals for Do Not Qualify (DNQ) Students After 90 Days - If students were assessed for ESL services and did <u>not</u> qualify, classroom teachers may refer a student for ESL service eligibility through the building Response to Intervention (RTI team) or through discussions with building principals.

Note: Evidence of Other Language - If there is evidence of another language spoken at home, the building principal will contact the parent/guardian to submit a second Home Language Usage Survey. After receiving the revised survey, the ELL teacher will evaluate for possible identification.
- o If a revised Home Language Usage Survey is submitted to the building principal or designee for further review he/she will be recommended for possible testing.

STEP 4: <u>Placement and Development of Individual Plans of Support</u>
Eligible English Learners will have a specific Plan of Support which is reviewed annually. A copy of the Plan will be placed in the student's permanent file and in his or her file in the Department of Academic Services.
- ● <u>Consult Support (includes PreK):</u> The ELL teacher will regularly communicate with the student's classroom teacher to make sure the student is making adequate language and academic progress.
- ● <u>Collaborative Content Area Class:</u> The ESL teacher is available in the classroom to support all students.
- ● <u>ESL Class:</u> Usually taught during specific school periods, ESL classes may focus on teaching formal English grammar, phonics, vocabulary and natural communication activities.

INDIVIDUAL PLAN OF SUPPORT
The District is committed to making sure all English Learners have a comprehensive Plan of Support developed to meet individual needs aligned to the ELPA 21. The plan shall include the following information:
1. Basic demographic information, assigned building, assigned ELL Program teacher and contact information for parents/guardians and translator (if applicable).

2. An effective date and the annual review date.
3. Type of service - consult, collaborative or ELL Program Class.
4. The four ELL Domains will be listed in the plan (Listening, Speaking, Reading and Writing).
    i. Within each domain, student baseline data will indicate the starting level of the student and the goals which the team has generated.
    ii. Proficiency goals will be listed that the team has agreed upon. The goals/learning targets will be derived from the ELPA 21 Standards.
5. Benchmarking data using Measures of Academic Progress (MAP), Easy CBM, Woodcock Munoz, etc.
6. Other district services the student receives, such as speech, special education, gifted and/or Title I (if applicable).
7. Each plan will have a section devoted to listing any accommodations or modifications necessary to help facilitate the success of the student. These might include -- but are not limited to -- classroom supports, use of Satisfactory/Unsatisfactory/Restricted on quarterly report cards and state achievement test accommodations. Note: restricted (R) letter grade indicates student receives significantly modified curriculum. High school credit may not be awarded to students earning an 'R' on their high school transcript. For more information, please contact your child's counselor or ELL Program teacher for clarification.
8. A signature page for staff members responsible for monitoring student progress. The final plan will be shared with staff and parents.

STUDENTS WITH DISABILITIES
It is understood that students, who are eligible for both special education *and* ELL support services, will have a plan developed to meet the unique, individual needs of that student. The Individual Plan of Support and the IEP will explain the types of interventions required and provided each year.

NEWCOMERS
A newcomer student is defined as English learner who is a recent immigrant with limited or interrupted schooling in their home country. Major program goals will focus on the acquisition of beginning English language skills, core academic skills and acculturation to the U.S. school system. Such students may require extensive support in order to develop their English language proficiency.

STEP 5: Exit from the ELL Program
A student is reclassified (no longer identified as an English Learner) when the student has attained a performance level of Proficient on the OELPA (Ohio Test for English Language Acquisition). The Proficient performance level is defined as performance levels of 4s and 5s in any combination across all four tests (Listening, Reading, Writing and Speaking). For example, Listening = 4, Reading = 4, Writing = 5, Speaking =

APPENDIX A: LEGAL REFERENCES
The following mandates and policies are the rationale and structure for our English as a Second Language program and service model.

Federal Policies
- **Constitution of the United States, 14ᵗʰ Amendment-- ". . .no State shall…deny to any person within its jurisdiction the equal protection of the law."**

- **Title VI of the Civil Rights Act of 1964 — ". . .no person in the United States shall, on the ground of race, color, or national origin…be denied the benefits of, or be subjected to discrimination under any other program or activity receiving Federal financial assistance."**

Two Supreme Court Rulings:
- **Lau v. Nichols (1974) -- The U.S. Supreme Court ruled that a school district's failure to provide English language instruction to LEP students denied them meaningful opportunity to participate in the district's educational program in violation of the Civil Rights Act of 1964; the Court further noted that equality of opportunity is afforded ESL students by providing them with the same facilities, textbooks, teachers and curriculum which non-ESL students receive.**

- **Plyer v. Doe (1982)-- The U.S. Supreme Court ruled that the Fourteenth Amendment to the U.S. Constitution prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status. The Court emphatically declared that school systems are not agents for enforcing immigration law and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational service to any student.**

APPENDIX B: GLOSSARY

<u>Accommodations</u>: Adaptations to the delivery of instruction or the output expected from the student and used for EL students to reduce the demand for language proficiency, (e.g., accepting oral answers or one-word answers or providing notes instead of requiring the student to take notes). Accommodations do not change the instructional goals for the student.

<u>Assessments</u>: Tools used to evaluate the English language proficiency. Assessments may be used to identify students who need EL support, (e.g. MAP and Woodcock-Munoz Language Survey). Assessments may also be used to monitor progress in English language proficiency, (e.g., OELPA). Finally, assessments may be required by the state to evaluate a student's achievement of Ohio's academic content standards, (e.g., AIR).

<u>BICS</u>: Basic Interpersonal Communication Skills refers to a student's social English language skills. Research indicate students <u>may</u> take 1-3 years to acquire functional social language skills, (Cummins, 1981).

<u>CALPS</u>: Cognitive Academic Language Proficiency refers to the English language skills necessary to function successfully in an academic/school environment. Research indicates that it takes students seven or more years to acquire such academic language skills, (Cummins, 1981).

<u>EL</u>: English Learner also referred to as LEP or ELL. An ELL is a student whose home language includes a language other than English and who has difficulty speaking, reading, writing or understanding the English language to the point where it impedes learning.

<u>ELL Program (formerly ESL Program)</u>: ELL is defined as a structured language acquisition program designed to instruct students in the English language domains (reading, writing, listening and speaking) and to assist students with core academic content and vocabulary.

<u>ELL Program Team</u>: The Westlake City School District utilizes a team approach to identify the best service model in order to ensure equitable access to core instruction with the appropriate support. The following staff members may be part of the team working with students:

- Classroom teacher (required)
- Consulting teacher (a teacher from a previous year or one familiar with the student)
- School psychologist
- ELL Program teacher (required)
- Principal (required)
- School Counselor, as needed
- Speech and language teacher, as needed
- Intervention specialist, as needed
- Title I teacher or reading teacher, as needed

ESL or ELL Class: This is a year-long course offered to high school students for which they receive credit.

Exit - Process by which an EL leaves the District program after demonstrating ability to effectively participate in the standard education program.

Home Language Usage Survey: This is a document completed by all parents registering students new to the district to determine if a language other than English is spoken in the home.

IEP: This is an Individualized Education Plan prepared for students who require additional intervention services.

Immigrant children and youth as defined by Federal Guidelines (Title III): Immigrant children and youth are those who (A) are aged 3 through 21; (B) were not born in any state; and (C) have not been attending one or more schools in any one or more states for more than for more than 3 full academic years (*ESEA*, as amended by the *No Child Left Behind Act of 2001* (*NCLB*), Section 3301[6])).

Inclusion: EL students are placed in general education classrooms and receive additional support from an ELL teacher or assistant within the general education classroom.

LEP: Limited English Proficient is the term used by the Federal Government to describe a student who receives service in English (reading, writing, listening or speaking), as well as support in all content areas.

Native Language: The primary or first language acquired by the student.

Newcomers: For the purposes of this handbook, the term "newcomers" refers to any foreign-born students and their families who have recently arrived in the United States. Throughout our country's history, people from around the world have immigrated to the United States to start a new life, bringing their customs, religions, and languages with them.

Notification/Withdrawal Letter - A letter in which parents are notified of their child's eligibility to receive EL services.

OELPA Proficiency Levels: Emerging, Progressing and Proficient.

<u>Individual Plan of Support</u>: The Plan of Support is a written document that outlines required goals and accommodations for each EL student that address the Ohio standards. This document is not required by the State of Ohio; however, its creation is considered best practice.

<u>Pull-out</u>: Students spend part of the day in a regular classroom, but are pulled out for a portion of the day to receive intensive small group or individual instruction.

<u>Sheltered Instruction</u>: Sheltered Instruction is an approach for teaching ESL by integrating language and content instruction.

<u>Translators/Interpreters</u>: Individuals who supply support services during testing or, if needed, communication with EL families.

<u>Title III Federal Funds:</u> Title III is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). The purpose of Title III is to help ensure that English learners (ELs) attain English language proficiency and meet state academic standards. Federal funding is provided through various grant programs to assist state education agencies (SEAs) and local education agencies (LEAs) in accomplishing this.

<u>Woodcock Munoz III:</u> Woodcock Munoz is an assessment tool used to identify and monitor EL students.

ADDITIONAL RESEARCH AND RESOURCES
[Realizing Opportunities for English Learners](#)
[Providing Feedback for English Learners](#)
[The Ohio Department of Education - Diverse Learners link](#)
[The Ohio Department of Education - ELP Content Standards link](#)