



FINNEYTOWN
LOCAL SCHOOL DISTRICT

THINK *Critically*, **GROW** *Intellectually*, **LIVE** *with Integrity*

*Our mission is to foster academic and social growth for each student
in a safe, supportive school environment.*

*Our vision is to be a learning community that inspires our students and staff to think
critically, grow intellectually, and live with integrity.*

English Learner (EL) Handbook

2018-2019

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FINNEYTOWN LOCAL SCHOOL DISTRICT ENGLISH LEARNER (EL) OVERVIEW:

Finneytown Local School District is committed to providing the best second language acquisition support to all of our Limited English Proficient (LEP) students so they can successfully access the curriculum in the classroom.

This overview is intended to provide guidance for parents and teachers of LEP students. Further information can be obtained by communicating with principals or English Learner (EL) teachers at the building level.

HOW IS A STUDENT IDENTIFIED?

Every student who enrolls in the district fills out a Language Usage Survey upon registration. If any of the first four questions have an answer other than English, then that student is tested with Ohio's English Language Proficiency Screener (OELPS) in reading, writing, speaking and listening. Based on results of the OELPS, a student either qualifies as Limited English Proficient (LEP) and is eligible for English Learner (EL) services or does not qualify.

WHAT HAPPENS AFTER A STUDENT QUALIFIES FOR ENGLISH LEARNER SERVICES?

The parent will receive notification of qualification for the EL services with a letter. The EL teacher will share what type of instruction each LEP student receives based on their needs and OELPS scores. This information will be included in the parent letter sent home.

FINNEYTOWN LOCAL SCHOOL DISTRICT PROVIDES A CONTINUUM OF EL SERVICES:

1. Pull out service - to support EL students (provided out of the general education classroom environment) with lessons based on the 10 English Language Proficiency Standards.
2. Inclusion or push in service with small group - to support EL students with lessons in which the EL teacher assists the student in general education classes.

GUIDELINES FOR THE AMOUNT OF SERVICES PROVIDED FOR STUDENTS DEPEND ON THEIR LEP DESIGNATION:

1. Emergent Students - Beginner and intermediate students will receive the most services with the EL teacher.
2. Progressing Students - Students who are in between the intermediate to advanced levels will receive services from mainstream classroom teachers and support as needed from the EL teacher.
3. Trial Mainstream - These students are monitored and provided EL services, as needed.
4. Proficient Students - These students are exited once their OELPA (Ohio English Learner Proficiency Assessment) score indicates proficiency.

EL PROGRAM STAFF

ELL Paraprofessional

- Assist teachers in the planning, organizing and implementing of instruction for ELL students who participate in mainstream classrooms.
- Assist with instruction delivered by the content teacher that centers on the mastery of Ohio's Learning Standards.
- Provide intervention for ELL students when requested by the teacher.
- Assist lead ESL teachers in devising ESL instruction according to ELL students' individual learning capability
- Gather teaching materials appropriate to the proficiency level of ELL students.
- Assist ELL students with understanding the social and cultural context of activities performed in class
- Assist as serving as a liaison between parents, ELL students, and the school, explaining school policies, procedures, services, programs, and the goals of the instructional program.

ESL Instructor

- Establish lesson plans and implement curriculum based on Ohio ELP Standards.
- Implement classroom activities that support curriculum and student learning.
- Assist in establishing effective daily teacher schedules.
- Demonstrate flexible teaching: whole-group, small group, individual student and co-teaching.
- Monitor ELs' progress in English (reading, writing, listening, and speaking), content-area classwork, attendance, and general school behavior.
- Administer assessments of language proficiency tests for ELs, both initial and yearly standardized, and maintain all documentation thereof.
- Prepare and maintain all LEP plans required for state documentation for ELs on caseload.
- Show knowledge of a wide range of academic scaffolds and accommodations and use of those within the content-area classroom.
- Collaborate with content-area teachers to support ELs' academic success.
- Promote collaboration and team-building. Build rapport with staff and community.
- Have knowledge of the multi-tiered intervention process and seek support of appropriate specialists when need arises.
- Is able to provide support to ELs with disabilities.
- Meet with, facilitate, and document communication with parents while providing opportunities for acculturation and socialization within the American school setting. Assist teachers throughout the building in fostering this communication.
- Provide training and assistance to buildings and individual teachers to ensure appropriate identification of ELs, support and service of ELs and general classroom accommodations for ELs.

PROGRESS MONITORING FOR LEP STUDENTS

EL students receive lessons based on the 10 English Language Proficiency standards given by the Ohio Department of Education. Lessons include morphology, phonology, syntax, semantics, discourse and pragmatics aspects of second language acquisition.

OHIO ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (OELPA)

In accordance with the Ohio Department of Education, EL students will take the OELPA test second semester to monitor progress. Reading, writing, speaking and listening are assessed on the test. The OELPA assesses three overall performance levels: Emerging, Progressing, and Proficient. The performance levels are determined as follows:

1. Emerging students are those scoring any combination of 1's and 2's across all four domains.
2. Progressing students are those scoring any combination across the four domains that does not fall into Proficient or Emerging.
3. Proficient students are those scoring any combination of 4's and 5's across all four domains.

ADDITIONAL OFFERINGS AND PARTNERSHIPS

EL students are encouraged to attend before or after school help as offered at their buildings. In addition, high school service learning students assist ELs at the primary level. Finneytown Local School District partners with Refugee Connect, Heartfelt Tidbits, and Hamilton County Educational Service Center to provide support to EL students and families beyond the classroom.

EXITING THE EL PROGRAM

Based on the Ohio Department of Education requirements, a student is reclassified (no longer an 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).

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ESL Qualification Letter

Student: _____ Grade: _____

Building: _____ Date: _____ Date of Assessment: _____

Dear Parents/Guardians:

The State of Ohio requires that our district assess the English language proficiency of all students whose home or native language is a language other than English. We have used the Ohio English Language Proficiency Screener (OELPS) to measure your child's English proficiency. Other sources of information such as curriculum-based measurement, interviews and observations may also have been used.

The following are the results of your child's English Language Assessments:

Language Skill	Proficiency Level
Listening	___Beginner ___Early Intermediate ___Intermediate ___Early Advanced ___Advanced
Speaking	___Beginner ___Early Intermediate ___Intermediate ___Early Advanced ___Advanced
Reading	___Beginner ___Early Intermediate ___Intermediate ___Early Advanced ___Advanced
Writing	___Beginner ___Early Intermediate ___Intermediate ___Early Advanced ___Advanced
Composite	___Emerging ___Progressing ___Proficient

**Composite is derived from the Listening, Speaking, Reading, and Writing scores.

English as a Second Language (ESL) Services

Based on the results of the English language proficiency assessments indicated above, ESL services are being offered to help your child learn English and make academic progress. ESL services include a range of programs such as consultation, monitoring, and classroom assistance as needed, structured immersion, sheltered instruction, pull-out or tutoring, and bilingual education.

ESL services 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. See your child's LEP plan for more specific information on language proficiency goals, method of instruction, and accommodations to aid in mastering Ohio's Revised Learning Standards.

Students are exited from ESL services when they:

Obtain an overall status of Proficient on Ohio's English Language Proficiency Assessment (OELPA).

EXPLANATION OF PROFICIENCY LEVELS

(1=Beginning 2=Early Intermediate 3=Intermediate 4=Early Advanced 5=Advanced)

The **Beginning** ELL student is beginning to: understand isolated words and short utterances, especially when repeated; demonstrate concepts of reading and read simple printed material with context cues; use gestures and simple words; and develop communicative writing skills. (Level 1)

The **Early Intermediate** ELL student can: understand simple statements, directions, questions and the general message of basic reading passages; use appropriate strategies to initiate and respond to simple conversation; and compose short informative passages on familiar topics, with non-conventional features (e.g. inventive spelling, grammar inaccuracies). (Level 2)

The **Intermediate** ELL student can: understand standard speech in school and social settings; communicate orally with some hesitation; understand descriptive material and some complex narratives within familiar contexts; and write simple texts and short reports. (Level 3)

The **Early Advanced** ELL student can: identify the main ideas and relevant details of discussions/ presentations on a wide range of topics; actively engage in most familiar and unfamiliar communicative situations; understand the content of most academic texts with support; and write multi-paragraph essays, journal entries, letters, and creative texts with some errors. (Level 4)

The **Advanced** ELL student can: understand and identify the main ideas and relevant details of extended discussions/presentations on a wide range of topics; produce fluent, accurate oral and written language; and use the same reading strategies as native-English speakers to derive meaning from a wide range of texts. (Level 5)

ELL Parent Consent

_____ Yes, I accept the supports, accommodations, and related services explained in this Language Acquisition Plan for English Proficiency.

_____ No, I do NOT accept the accommodations, supports and related services explained in this Language Acquisition Plan for English Proficiency.

Signature (parent)

Date

Recommendations for Communicating with Parents of ELLs

When reaching out to parents or sending paperwork home, please consider:

- Parents may have difficulty reading in English
- Parents may not have experience with the “family” component of school or what is expected from their participation
- Parents may not realize papers in folders are meant for them or are meant to stay at home
- Parents may see teachers as the authority figure rather than as a partner.

Actions to take to develop relationships and increase communication:

- When sending papers home that need to be signed and returned, take a picture of students holding the papers and texting to parents. Additionally, offer students a “reminder” wristband to take home that denotes papers are in the backpack to be signed.
- Use bullet point lists or highlight important information over directions embedded in paragraphs. Simplified language in texts are often preferred if there is a deadline involved.
- Ask for help if there is difficulty in scheduling conferences.
- Phrase student behavioral recommendations in ways that are actionable, meaningful and empowering. Parents of ELLs often want reassurance that their children are behaving positively. If not, be clear about what you need the parent to do.
- Families do not always understand school district boundaries. They may not know that if they move, it may be out of district.
- Be aware of world news. Family members may be coming from places experiencing political turmoil or danger. This may bring stress to students and families.

Recommendations for Classroom Teachers of ELLs

Expectations for Conferences and Parent Communication

- If first attempts to communicate with parents are unsuccessful, please contact ESL teacher.
- Contact ESL teacher for assistance with scheduling conferences. Interpreters are contracted as needed when academic or behavioral concerns arise.

Example assignment/assessment ACCOMMODATIONS for students who score at Beginner/Early Intermediate Levels (Levels 1 and 2 for all language domains)

- Extended time, with option to retake after reteaching
- Read-aloud
- Use of a dictionary or electronic device to find definitions and/or images
- Permission to ask for clarification for unknown words

Example assignment/assessment MODIFICATIONS provided by classroom and/or ESL teacher for students who score at Beginner/Early Intermediate Levels (Levels 1 and 2 for all language domains)

- Worksheet or graphic organizer: teacher partially completes for students before photocopying
- Sentence starters posted and provided for written and oral responses
- Shortened assignments with model examples provided (including examples such as homework, essays, labs and other lesson activities)
- Simplified written directions to accompany assignments and oral clarification provided
- Teacher-provided notes
- Leveled reading provided
- Word banks provided
- Elimination of answer choices on classroom assessments
- Sentence starters posted and provided for written responses
- Visuals, images, diagrams, and formulas included for increased comprehension of vocabulary and concepts
- Allow students to create visual demonstration of mastered content through graphic organizers or using digital images.
- Questions and expected output align with students' language proficiency levels (as stated on language plan)

Grading Recommendations

- Use simple statements regarding effort and achievement on comments on report card. Please state if modifications/accommodations were provided.
- Reteach and retest if student is below proficient.
- Consult with ESL teacher if grade falls below 70%.
- Pass (P)/Fail (F) for Newcomers at the Emerging level for grades 3-12. See Grading Policy below.

GRADING POLICY FOR NEWCOMER EMERGING ENGLISH SPEAKERS IN GRADES 3-12:

If ELs in content area classes can earn a passing letter grade (**at least C- or 70%**), this grade can be given on their report card.

If ELs are struggling with the language and cannot earn a passing letter grade, their report card grade will reflect their effort only using **P/F**.

P= Pass

F= Fail

The **P/F** policy is used only when a student is unable to meet the teacher's expectations or master the minimum proficiencies of a course because of language deficiency. Newcomer students who are in their **first 90 days** in US schools and the **EMERGING** overall proficiency status, qualify for the **P/F** grade **for the first two grading periods** if necessary. Teachers should refer to the student's language plan distributed by the ESL teacher to determine the level of each student and confer with the ESL teacher when in doubt.

The following criteria should be used in assessing the **P** (passing) grade. A student may receive **P** (passing) if he/she:

- Brings appropriate materials to class
- Pays attention
- Looks at the speaker or displayed information (Some newcomer students are not used to eye contact when talking.)
- Takes notes when the teacher is writing on the board
- Asks questions (Some students may be embarrassed to ask in front of the class. Give opportunity to ask privately.)
- Remains focused on a task (Students may not complete tasks on time or complete all questions.)
- Attempts to answer most questions (If the question is too complex, students may default to summarizing or paraphrasing.)
- Attempts to complete some or most of homework assignments (Students may have alternate homework assignments. A student, who attempts to complete homework assignments 4/5 days a week, is considered putting forth effort.)
- Attends extra help

Remember that if a student is to receive course credit for the year, he/she may only receive the **P** for a maximum of **two grading periods**. The student must earn legitimate letter grades for the last two grading periods in order to receive full credit for the year. If the student cannot do so, he/she will have to repeat the course the following year. Three or more **P** grades in one course will result in an **N** (no grade, no credit). Three or more **F** grades will result in a failure.

Timeline for ESL Coordinators 2018-2019

Month	Activity
August/September	<ul style="list-style-type: none"> -Train new teachers of ELs -Meet with teachers who have EL clusters to distribute language plans/supports/grading -Process new enrollees with prior EL identification -Process Home Language Surveys for new enrollees -Screen new enrollees if applicable using initial language assessment -Notify parents of results and services -Send home copies of language plans with consent to services to be signed by parents -Code/Recode in EMIS
September	<ul style="list-style-type: none"> -Determine and communicate all testing accommodations for 3rd grade ELA and high school AIR for fall administration
October	<ul style="list-style-type: none"> -EMIS October count - coding of students -Assist teachers with scheduling parent/teacher conferences -End of grading period, check with teachers about accommodations/modifications appearing in comments on report cards -Consult with teachers who need support with grading policy -Progress monitor
November	<ul style="list-style-type: none"> -Fall administration of 3rd grade ELA and high school AIR
December	<ul style="list-style-type: none"> -Check with teachers regarding accommodations for final exams -Consult with teachers who will have semester changes and new rosters
January	<ul style="list-style-type: none"> -Identify OELPA testing sites and schedules -Prepare students for OELPA practice -Prepare technology and assess needs -Ensure TIDE eligibility
February	<ul style="list-style-type: none"> -OELPA testing window -Assist teachers with scheduling parent/teacher conferences
March	<ul style="list-style-type: none"> -OELPA testing window -Identify need and begin scheduling for interpreters for March and April AIR testing -Ensure accommodations are entered in TIDE -End of grading period, check with teachers about accommodations/modifications appearing in comments on report cards -Consult with teachers who need support with grading policy -Progress monitor
April	<ul style="list-style-type: none"> -AIR Math/Science/SS -Consult if needed regarding accommodations -Kindergarten registration and potential incoming ELs
May	<ul style="list-style-type: none"> -Assist with scheduling for Kindergarten screening in June -OELPA results arrive -Determine change in EL status -Notification letter to students who have exited services
June	<ul style="list-style-type: none"> -Reclassification with EMIS coordinator

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Parent Notification of Student Placement English Language Development Program

Child's Name: _____ Date: _____

School: _____ School District: _____

Enrollment Status: New to the program Continuing in the program

Dear Parent or Guardian,

I am pleased to inform you that your child will receive additional support through an English language development program for the INSERT YEAR school year.

The district determined that your child requires this support through test results. Your child's proficiency in English measured at the Emerging Level: ___ / the Progressing Level: ___ on the English Language Proficiency Assessment for the 21st Century (ELPA21).

The purpose of the program is to provide additional support for students not yet proficient in speaking, listening, reading, and writing in English. The program will assist your child to meet age appropriate academic achievement standards for grade promotion and graduation.

Students remain eligible for the English language development program until they reach the Proficient level on the English Language Proficiency Assessment for the 21st Century (ELPA21). Most students successfully exit the program within INSERT NUMBER years. When exited from the program, your child's performance will continue to be monitored to determine if additional academic support is needed. In INSERT SCHOOL YEAR, INSERT ADJUSTED 5-YEAR GRADUATION RATE% of high school students who were still eligible for the English language development program graduated either on-time or within one additional year.

If your child has a disability, the English language development program will coordinate with appropriate staff to meet the objectives of your child's Individualized Education or 504 Plan.

I strongly encourage your child's participation in the English language development program and invite you to learn more about the benefits of the program. However, you have the right to remove your child from the language instruction program at any time.

Please visit our school to discuss your child's progress in English language development and academic achievement. Contact *INSERT NAME* at *INSERT PHONE NUMBER* if you wish to set up an appointment.

Your child is enrolled in the following English language development program(s):

- ___ Dual Language Program
- ___ Developmental Bilingual Education (late exit)
- ___ Transitional Bilingual Education (early exit)
- ___ Sheltered Instruction
- ___ Newcomer Program

The school district has the following English language development program(s):

___ **Dual Language Program:** Dual language programs provide integrated language and academic instruction for both native English speakers and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding (Christian, 1994).

___ **Developmental Bilingual Education (Late-Exit):** Developmental Bilingual Education (DBE), also referred to as late-exit bilingual education (Ramirez, 1992), educates English language learners using both English and their first language. DBE programs aim to promote high levels of academic achievement in all curricular areas and full academic language proficiency in the students' first and second languages.

___ **Transitional Bilingual Education (Early-Exit):** Transitional Bilingual Education (TBE), also known as early-exit bilingual education (Ramirez, 1992), provides academic instruction in the student's primary language as they learn English.

___ **Sheltered Instruction or Content-Based Instruction):** Sheltered Instruction and Content-Based Instruction are approaches for teaching English language learners (ELLs) using specific strategies to make academic subjects comprehensible and accessible while promoting the students' English language development. In Washington State, students who receive pull-out or push-in ESL are included in this group.

___ **Newcomer Program:** Newcomer programs help students to acquire beginning English language skills along with core academic skills and knowledge and to acculturate to the U.S. school system.

Sincerely,

INSERT NAME