<u>Struthers City Schools</u>

<u>Policy and Plan for the Identification and Service of Children who are English Language Learners</u>

<u>Overview</u>

The Struthers City School District serves several English Language Learners through tutoring services, computer based instruction and differentiated classroom instruction. Support is provided through collaboration between general education teachers and a Teaching English to Speaker of Other Languages to support English language learning. Struthers City Schools is a member of the Title III Consortium of the Mahoning County Educational Service Center

<u>Board Policy</u>

2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

The Superintendent shall annually attempt to identify children with disabilities, ages 3-22, who reside in the District but do not receive public education. In addition, s/he shall establish procedures to identify students who are English Learners (EL), including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis (see AG 2260F).

<u>Procedures for Identifying EL Students</u>

1. A Home Language Survey is completed as a part of the registration packet for each student.
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, through an assessment called Las Links.
3. If at student scores proficient in all five areas, he or she is not considered an English Language Learner. If a student scores below proficient in any one or more of the five areas, he or she is considered an English Language Learner.
4. If a student is identified as an EL, the school determines how services will be delivered, through collaboration between the an EL tutor and the student's teachers. The programs/services delivered are research-based positive practices.
5. The school notifies and seeks permission of parents or guardians whose children will participate in EL services.
6. Schools determine if students who are EL are eligible for accommodations on statewide achievement tests, according to state law.
7. Schools use a statewide test of English Language learners, the OELPS to screen for eligibility and the OELPA to test proficiency.

<u>English Proficiency Levels of EL Students</u>

Pre-functional: Students at this level may understand some isolated words (particularly school and social environment vocabulary), some high-frequency social conventions, and simple (single-word or

short-phrase) directions, commands and questions. They rely on nonverbal cues such as gestures and facial expressions and require frequent repetition and rephrasing to understand spoken language. In conversations, they may be able to provide some basic information in response to requests and questions. They can ask one- or two-word questions without regard to structure and intonation. Regarding reading and pre-reading skills, students at this level may demonstrate an understanding of concepts of print (e.g., front-to-back, top to-bottom, left-to-right) and begin to track print. They may be able to distinguish letters from other symbolic representations. They can imitate the act of reading (e.g., holding a book and turning pages); however, they get meaning mainly through pictures. Students at this level participate in writing activities by drawing pictures. They may be able to copy letters or form them from memory and may be able to copy some words. They can imitate the act of writing (e.g., scribbling); however, their text does not transmit a message. They may attempt to apply some writing conventions but do so inappropriately or do so correctly only when copying.

Beginning: As EL students' oral comprehension increases, they begin to imitate the verbalizations of others by using single words or simple phrases and begin to use English spontaneously. They gradually construct more meaning from the words themselves, but the construction is often incomplete. They are able to generate simple texts that reflect their knowledge level of syntax. These texts may include a significant amount of non-conventional features, such as invented spelling, some grammatical inaccuracies, pictorial representations, surface features and rhetorical patterns of the native language (i.e., ways of structuring text from native culture and language).

Intermediate: At this level, students understand more complex speech, but still may require some repetition. They acquire a vocabulary of stock words and phrases covering many daily situations. They use English spontaneously, but may have difficulty expressing all of their thoughts due to a restricted vocabulary and a limited command of language structure. Students at this level speak in simple sentences, which are comprehensible and appropriate, but frequently marked by grammatical errors. They may have some trouble comprehending and producing complex structures and academic language. Proficiency in reading may vary considerably depending upon the learner's familiarity and prior experience with themes, concepts, genre, characters and so on. They are most successful constructing meaning from texts for which they have background knowledge upon which to build. They are able to generate more complex texts, a wider variety of texts and more coherent texts than beginners. Texts still have considerable numbers of non-conventional features

Advanced: At this level, students' language skills are adequate for most day-to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty understanding and using some idioms, figures of speech and words with multiple meanings. They communicate in English in new or unfamiliar settings, but have occasional difficulty with complex structures and abstract academic concepts. Students at this level may read with considerable fluency and are able to locate and identify the specific facts within the text. However, they may not understand texts in which the concepts are presented in a decontextualized manner, the sentence structure is complex or the vocabulary is abstract. They can read independently, but may have occasional comprehension problems. They produce texts independently for personal and academic purposes. Structures, vocabulary and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains.

Source of the above proficiency level descriptions of Beginning –Advanced: Teachers of English to Speakers of Other Languages (TESOL), Inc., 1997, pp. 20-21.

Proficient/Trial-mainstream: At this final stage, students usually can participate in academic topical conversations without difficulty. In most cases, they can follow complex and multi-level directions without assistance and they can understand oral information provided via electronic audio and video media. Students at this level usually speak English fluently in social and grade-level academic settings and they control age-appropriate syntax and vocabulary in their speech. Generally, students read and understand factual information in non-technical prose as well as discussions on concrete topics related to special events. They comprehend standard newspaper items addressed to the general reader, correspondence reports and technical materials. At this level, they can write short papers and clearly express statements of position, points of view and arguments. In their writing, they usually show control of varied sentence structures, spelling and vocabulary, expressing well-developed thoughts. During this transition stage, the students' progress is carefully monitored and additional support is provided on an as-needed basis. Students at this level of proficiency are no longer considered English Learners, but will be monitored for sufficient progress.

Criteria for Exiting EL Program

To be exited from EL programs in Ohio, students need to demonstrate the ability to understand, speak, read and write the English language at a level in which they are able to:

 1. Achieve successfully in classrooms where the language of instruction is in English;

2. Meaningfully participate in academic assessments in English; and

3. Participate fully in society in the United States. A student has attained the required level of English proficiency to be exited from a district's EL program when the student:

• Obtains a composite score of 3 on the Ohio English Language Proficiency Assessment.