

English Learner Program Handbook

2018-2019



YCSD EL Background Information and Legal Requirements

EL Demographics

The Youngstown City School District is comprised of three high schools, one vocational high school, one middle school, and ten pre-k through grade eight elementary schools. The total student population is generally between 5000-6000. As of this update, the current total student population is 5330. The current EL population is 8.1% of the total population, up from 4.7% in 2017-2018.

Mission Statement

The Youngstown City School District, in partnership with parents and the community, is a beacon of hope, committed to academic excellence and preparing all learners to become productive, responsible citizens of a global society.

The English Learner program, through the YCSD's approved curriculum, will assist English learners in their English language proficiency acquisition in speaking, reading, listening, and writing, thus enabling students to function successfully, both academically and socially.

Our Vision

The YCSD will be a source of pride for the entire Mahoning Valley, with its buildings functioning as hubs of academic and community activities throughout the year. Employing state-of-the-art technology, research-based educational practices, and partnerships with parents and the community, all learners will meet and surpass state standards, and the YCSD will be a model of success as an academic and community resource.

Legal Bases

The Equal Educational Opportunity Act (1974); *Lau v. Nichols* 414 U.S. 563 (1974); Title VI, Civil Rights Act (1964); Title III, No Child Left Behind Act (2001- modified 2004); 414 U.S. at 556 (1974); 35 Federal Regulation 11595 (1970). *Castaneda v. Pickard* (1981); *Plyer v. Doe* (1982); Executive Order 13166 (2000); Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), 2015.

Educational Theory

“Effective Second Language Acquisition Insights from Research”, by Stephen Krashen, explains *Basic Interpersonal Communication Skills (BICS)* as social/conversational language. This is the type of language usually first acquired by second language learners. Typically, this takes two to three years to develop. This can include reading simple narratives and writing informal passages. The next stage in second language learning is called *Threshold*. This is the period between BICS and CALP when it may appear to students and teachers that the student is able to function adequately in the regular classroom without any other intervention because the student may perform well at speaking, and reading orally. Considerations at this point are whether the student can comprehend what they are saying, hearing, and reading. *CALP-Cognitive Academic Language Proficiency* refers to academic and content specific language. In addition, the mastery of this stage involves an ability to engage in abstract thought processes. These skills may take five to seven years to develop. BICS align with the Bloom’s Taxonomy (1974) structures of knowledge, comprehension, and application, while CALP aligns with analysis, synthesis, and evaluation.

Definition of EL

The EL (English learner), previously known as an ELL (English language learner) or LEP (limited English proficient) is between the ages of 3 and 21; enrolled in an elementary or secondary school; has a native/home language other than English whether born in the U.S. or another country, and has such difficulty in speaking, reading, writing, or understanding English that the student may be unable to perform well enough in class or on state tests to meet expected state standards for achievement or to participate fully in society without intervention.

YCSD EL Plan and Procedures

Student Identification Procedures

As required by federal law (Title VI Compliance Issues 9/91), the parent/guardian of **any** new enrollee must complete the *Language Usage Survey* (LUS) form provided by the Ohio Department of Education's Lau Resource Center. This form becomes a part of the student's cumulative record.

If a language other than English is indicated on the LUS, a copy of the survey form is forwarded to the central office, and another is kept in the cumulative file of the student. The TESOL instructor for the building then schedules the student for initial English proficiency screening. The district now employs the ELPA21 (also known as the OELPS- *Ohio English Language Proficiency Screener*), which is the state screener provided by the ELPA21 Consortium beginning in the 2018-2019 school year. As reliable records are produced in a timely manner (within 14 days of the student's enrollment), the student may be classified as LEP or non-LEP in accordance with those records. Results of the assessment are then shared with the parent(s)/guardian(s) of the student, and entered into the LEP database for the district and appropriate EMIS information is reported to the district EMIS coordinator. This database contains information on LEP students' native country and language, time in U.S. schools, English language proficiency levels, and date of birth. It is accessible to TESOL teachers, educational assistants, and other relevant administrative staff. Criteria for classification as LEP are based on those issued by the State of Ohio in compliance with the No Child Left Behind Act (2001-modified 2004). A student must score at the Proficient level in all four domains to be considered Non-LEP.

Parent Notification

If a student is classified as Non-LEP, the parent/guardian is notified of the test results by the TESOL teacher and no further action is taken by the Intensive English department.

If the student is classified as LEP, the TESOL teacher will meet with the parent/guardian and describe (with the assistance of an educational assistant as necessary) the test results and a description of the TESOL services being offered. If the parent/guardian cannot meet in person in a timely manner, this information may be sent in the parent's first language (oral translation made available if this conference occurs via telephone). The parent/ guardian must sign a consent/refusal of services form, either granting or denying permission for their child to receive TESOL services. If the student qualifies for service in subsequent years (based on OELPA results), parents will be notified and must grant or deny permission for continuing TESOL services. This information (test results and permission) is kept in the student's cumulative file.

If permission is denied, the building TESOL instructor will give the LEP student's classroom teacher(s) a TESOL plan of suggested modifications and accommodations based on that student's level of proficiency and time in the U.S. The student's progress may be monitored by the responsible TESOL instructor, and the student will take part in the annual spring assessment of English proficiency given to all LEP students.

Parents will also be notified if their child has exited from the LEP program.

State Assessment

Ohio uses the OELPA (Ohio English Language Proficiency Assessment) scores to determine the English language proficiency of students who have been identified as English learners. 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. Once reclassified, the student will be monitored for adequate progress for a period of four years.

In OELPA, there are three overall performance levels: **Proficient, Emerging, and Progressing**. The performance levels are determined as follows:

- “Proficient” students are those scoring any combination of 4s and 5s across all four domains. The student is able to work independently in a classroom where English is the language of instruction. The student may now exit the English learner program.
- “Progressing” students are those scoring any combination across the four domains that does not fall into Proficient or Emerging. The student requires TESOL support to effectively work in a classroom where English is the language of instruction.
- “Emerging” students are those scoring any combination of 1s and 2s across all four domains. The student will continue receiving English language services.

EL Database

Student data will be kept in a Google Docs database. Data includes demographic information necessary for creating student plans, language assessment history, and EMIS information. Various tools are either already available or will become available that allow for: easy entry of new student information, query ability for producing detailed reports and data analysis, and automation of student plan creation.

Program Goals

- Students will gain academic ability in English in the areas of reading, writing, listening, and speaking.
- Students will meaningfully participate in the educational program(s) of the YCSD, using English effectively for social and academic purposes.
- Students will demonstrate an appreciation for cultural differences and similarities, while preserving one’s own language and culture.

Program of Services

Structured English Immersion (SEI) with TESOL and Native Language Support Program: The goal of this program is acquisition of English language skills so that the ELL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. (*U.S. Department of Education*). Bilingual educational aides possess strong receptive

skills in the students' primary language. TESOL teachers have specialized training in meeting the needs of ELL students, including coursework in **Sheltered English Instruction**: An instructional approach used to make academic instruction in English understandable to ELL students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. (*U.S. Department of Education*).

If permission is given by the parent(s) via the consent/refusal form given post-assessment, the student is scheduled for TESOL services. Direct TESOL support is provided by teachers who have completed the TESOL certification coursework in grades K-12.

Modifications and accommodations in the classroom are based upon recommendations from the State of Ohio, the Sheltered Instruction Observation Protocol (SIOP), and best practices elucidated in a variety of educational websites, journals, and books. Progress of EL's is and will be monitored through Progress Book, communication with classroom teachers via collaboration and monitoring forms (for mainstreamed students), and communication with students. When necessary, the TESOL instructor will meet with teachers to determine whether the reason for a failing grade is the result of a language barrier (in which case greater modification and accommodation may be necessary) or the result of student negligence (e.g. failure to turn in assigned work or follow other reasonable requests that take into account the student's level of proficiency in English).

Trial-mainstream Services

Students in all grades who have scored *proficient* on the OELPA assessment as described above, will be reclassified and monitored in their mainstream classrooms. LEP students who receive this service will be monitored by the TESOL staff, but will not receive direct TESOL support unless intervention is deemed necessary through the monitoring form. If intervention is necessary, it will be done by the TESOL teacher pushing in to the student's content area class(es).

Re-identification of a Student as an English Learner

A student who has exited the EL Program through a proficient score on the OELPA, and is being monitored by EL Program staff **may** be re-entered to the EL Program's active roster if:

- *The student's general education teacher(s) and TESOL teacher are in agreement that the student in question is struggling academically because of a language barrier, and

- *The parent (re)consents to participation in the EL Program

Professional Development Plan

Professional development for staff will be delivered in two ways: informal and formal.

Informal Professional Development

Informal professional development consists of meetings and emails between TESOL staff and content-area teachers. Topics include appropriate accommodations and modifications for

students (both individual students and groups of students at various levels of language acquisition), general instructional strategies to ensure that student needs are being met, and cultural awareness and sensitivity are being implemented.

Formal Professional Development

Formal professional development consists of a few different components.

1. Depending on level of interest and level of need, training sessions by outside experts or in-district experts will be provided.
2. Attendance at the Ohio TESOL Conference. Each year, TESOL teachers and bilingual educational aides from across the district attend this conference, learning new strategies to provide assistance to their building peers by becoming a go-to person and/or providing building PD on what they learned in their sessions upon their return.
3. Print resources are available to TESOL staff for the purpose of furthering professional knowledge. These titles include *Writing Instruction and Assessment for English Language Learners K-8*, *Differentiating for English Language Learners*, *Teaching Adolescent English Language Learners*, and *Foundations for Teaching English Language Learners*.

Professional Development Goals

Youngstown City School's EL professional development plan includes the following two goals:

- Goal 1: Teachers and other instructional staff will demonstrate an understanding of the specific needs of EL students in terms of English language acquisition and academic progress.
- Goal 2: Teachers and other instructional staff who work with EL students will implement instructional strategies that result in improved student performance.

Summary of Professional Development Offerings

Strategies	Targeted Participants	Timeline	Evaluation
*In-district training session(s)	All staff who work with EL students	August-June	Student performance within content-area classes will be monitored (through grades, parent contact, discussions with students, and the district monitoring form when appropriate) and follow up contact will take place to discuss how teachers are using the information to inform their instruction and to see what further assistance, professional development, or intervention teachers and student might need.
*TESOL staff attends Ohio TESOL conference		October	
*EL Strategies Library		September-June	

Grading and Retention Policy

A LEP student must not be given a failing grade based solely on the student's lack of English proficiency. As a result of *Lau v. Nichols* (1974), school districts must take affirmative steps to help LEP students learn English and provide LEP students with equal access to the curriculum. Therefore, Youngstown City Schools and teachers of LEP students must document the steps taken to provide meaningful instruction to LEP students and be able to show how the student is graded based on realistic expectations taking into account the student's level of English proficiency. Likewise, LEP students cannot be retained because of the student's lack of English proficiency. The district and teachers of LEP students must document all steps taken (MTSS) to prevent classroom failure and/or retention.

Participation in State Tests/Accommodations

(Highlighted items are subject to change based on the most recent updates from ODE). LEP students are required to participate in most state tests, but they receive accommodations based on their proficiency level and time spent in U.S. schools. All LEP students are allowed extra time and the use of bilingual word-to-word dictionaries on state assessments. For other rules, refer to the most recently published Test Rules Book from the Ohio Department of Education.

OELPA- All identified LEP students must take all sections of the Ohio English Language Proficiency Assessment annually until an overall performance level of *proficient* is reached, unless the student qualifies for domain exemptions.

OELPA Domain Exemption Information

Per the Ohio Department of Education's *Ohio's State Tests Rules Book* : Domain exemptions are available for the 2018-2019 school year on the OELPA. Districts will register participating students in TIDE in advance of the test window and will indicate exemptions under the test settings and tools in TIDE. Districts may exempt students from no more than three of the four domains on the OELPA if the student's disability prohibits the student from participating in the stated domain, per the IEP or 504 plan, with existing accommodations. Like accommodations, to be allowable, the school must document the domain exemption on the IEP or 504 plan. For example, a student who is deaf could be exempt from taking the listening domain test; a student who is nonverbal could be exempt from taking the speaking domain test. Students will receive an overall designation of Proficient if they receive 4s or 5s on all non-exempt domains. Students cannot receive an overall designation of Proficient if the district fails to test the student in a domain without a valid exemption or the student's score is invalidated after testing.

Communication of Test Results to District Staff

LEP student results on the OELPA/OELPS/ ELPA21 screener will be recorded in the students yellow EL folder, which is included in their permanent cumulative file. When data is available, the scores will be broken down into subcategories to show areas of strength and weakness on each test. In some cases, beginning of year meetings will be held with mainstream teachers and

administrators and the TESOL teachers will discuss student test results with teachers. Possible intervention strategies will be identified, as well as staff responsible for implementing intervention. In lieu of a meeting, the TESOL teachers will communicate test results via individual student achievement plans and/or email and/or one-on-one meetings with teachers.

Graduation Requirements

Graduation requirements for LEP students are the same as graduation requirements for all other students in the district. LEP students are not required to have exited the Intensive English program to graduate.

Program Evaluation

Each year, the EL Director will compile language proficiency test scores and compare them to previous language proficiency scores to determine if progress is being made in the area of language proficiency.

Data from the Annual Measurable Achievement Objectives documentation provided by the Ohio Department of Education will be used to re-evaluate the district's current program for LEP students, including instructional methods, staffing, and resources available.

The district will also analyze state test data in content area subjects provided by ODE to determine if students are meeting adequate yearly progress.

Other data that can be used by the district to determine program effectiveness are: retention rate, drop-out rate, and graduation rate. In addition, formative and summative assessments from content area courses, and teacher and parent observations and input may also be used to assess the program.

Pursuant to the NCLB Title III-part C section 3302, the school district will notify parents/guardians in writing within 30 days of the evaluation if the district has failed to meet the objectives outlined to the parent at initial or continuing placement notification or upon failure to meet appropriate proficiency gains.

Detailed Description of Legal Bases for EL Services

Lau v. Nichols (1974)

Parents of Chinese students sued the San Francisco, CA, school district, claiming discrimination on the grounds that no additional language program was provided for non-English speaking students. The U.S. Supreme Court found the district in violation of the Equal Protection Clause of the 14th Amendment and of the Civil Rights Act of 1964. The decision concluded that providing students the same desks, books, teachers, and curriculum did not ensure that they received an equal educational opportunity, particularly if the students did not speak English ("same" does not mean "equal"). It mandated that measures be taken to instruct LEP students in English to ensure equal access to educational opportunities. "Sink or swim" instruction is a violation of civil rights. The court recognized the authority of the Office for Civil Rights of the U.S. Department of Education to establish regulations for compliance with the Civil Rights Act.

Castaneda v. Pickard (1982)

Mexican students and their parents sued the Raymondville Independent School District in Texas, claiming that the lack of an adequate language remediation program violated their rights. The U.S. 5th Circuit Court of Appeals found that the district was in violation of the Equal Protection Clause of the 14th Amendment, the Civil Rights Act, and the Equal Education Opportunities Act. It ordered the district to take “appropriate action” to develop a language remediation program for LEP students based on a three-part test. Such a program must be based on sound theory, have sufficient resources to translate theory into practice, and may not be continued if it fails to achieve results.

Plyer v. Doe (1982)

Undocumented Mexican students in Tyler Independent School District, Texas, claimed discrimination because they were denied enrollment in a public school. The U.S. Supreme Court found that the district was in violation of the Equal Protection Clause of the 14th Amendment; it declared that undocumented students cannot be denied access to public education.

Federal Law

- 14th Amendment to the Constitution (Equal Protection Clause): No person in the United States shall be denied equal protection of the law.
- Title VI of the Civil Rights Act of 1964: No person in the United States may on the basis of race, color, or national origin be denied the benefits of or be subject to discrimination under any program receiving federal money.
- Equal Education Opportunities Act of 1974: States must take appropriate action to overcome language barriers that impede equal participation by students in their instructional programs.
- Title III of the National Elementary and Secondary Education Act of 2001 (No Child Left Behind): Schools must follow certain rules on identification, testing, accommodating, and reporting of LEP students in order to receive federal funds under the Act.