



The English Learner Handbook

**English Language Learner
Information & Procedures**

STOW MUNROE FALLS CITY SCHOOL DISTRICT

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Stow Munroe Falls City School District
English Learner (EL)
Procedures Handbook & Master Plan

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Dear English Learner (EL (English Learners)) Families:

Welcome to Stow-Munroe Falls City School District.

The materials in this handbook offer an explanation of the EL (English Learner) program in the Stow Munroe Falls City School District. Providing EL services to our non-English speaking students is a support service. The State of Ohio and federal government regulations for EL (English Learner) students can be found at the end of these materials. The information found in this handbook may also serve as a reference in case you wish to look up a frequently asked question or a commonly used EL (English Learner) term or phrase.

If you have any questions that are not addressed in this handbook, please do not hesitate to contact your student's EL (English Learner) tutor/teacher. If and when needed, we can further assist you with interpreters in your student's home language for meeting with teachers. Please plan for a two-week turnaround time for this service as we have an outside agency that provides this service.

Thank you for trusting your students with us.

Sincerely,

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Philosophy

EL (English Learners) (ELL English Language Learner) students have the same rights, privileges, and responsibilities as other students in the Stow Munroe Falls City Schools. The purpose of EL (English Learner) services is to help EL (English Learner) students overcome their linguistic, cultural, and academic difficulties and assure that they receive an equal educational opportunity. This will be achieved through active and regular collaboration between the mainstream (being in the general education) classroom and EL (English Learner) teachers/tutors. EL Students have access to all curricular as well as co-curricular and extra-curricular classes, clubs, and activities as all other students served by the Stow Munroe Falls Educational teams.

Key Points

- We believe that just as everyone learned a first language, everyone can learn a second (or more). This language can be acquired in informal situations and learned in formal classroom settings.
- We believe that the first priority of EL (English Learners) Services is to foster basic interpersonal communication skills in English. Ultimately, the aim of the EL (English Learner) program is to help students function successfully in American society.
- We believe that EL (English Learners) Services should help EL (English Learner) students and all students appreciate the value of all cultures in a global society.
- We believe that parental involvement and high-quality staff development are integral components of effective EL (English Learner) services.
- EL (English Learner) Services, by nature, are essentially transitional. This means that support is provided to the student while they learn English in order to be successful in the general education classrooms to the extent that they understand the language and can participate as active learners.
- EL (English Learners) Services have three major goals for students:
 1. To attain English language proficiency;
 2. To use English in their academic achievement in all content areas;
 3. To use English to fully participate effectively in U.S. society.

The overarching goal for EL (English Learner) Services is for students to qualify for exiting the EL (English Learner) program to be successful in the general education classrooms.

EL (English Learner) LEGAL BACKGROUND & STATE REQUIREMENTS

There exists a substantial body of federal law and Supreme Court rulings that establish the rights of English Language Learners and which define the legal responsibilities of school districts serving these students. These legal findings can be reviewed at the end of this document if necessary.

<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>

In the Stow Munroe Falls School District, these guidelines are followed for determining eligibility for EL (English Learners) services:

EL (English Learners) Definition from Ohio's Department of Education

According to the Ohio Department of Education, "In Ohio, more than 58,161 English Learner (EL (English Learners)) students/English Language Learners (ELL) were enrolled in the state's elementary and secondary public schools during the 2016-2017 school year. [English Learner Demographic Trends](#) The terms "English Learner", "English Language Learners and/or "Limited English Proficiency" refer to those students whose native or home language is other than English, and whose current limitations in the ability to understand, speak, read or write in English inhibit their effective participation in a school's educational program.

Ohio's EL (English Learner) students represent 110 different native or home languages. The top ten language groups include Spanish, Somali, Arabic, Chinese, Japanese, Pennsylvania Dutch (a dialect of German used by the Amish), Russian, Vietnamese, French, and Twi (a language of West Africa). The EL student population in the Stow Munroe Falls City Schools in the school year 2020-2021 is 57% Nepali, Spanish - 15%, Arabic - 13%, Vietnamese - 5%, Russian - 3%, and 14 other languages comprising the final 7%.

Many of Ohio's EL (English Learner) students are students of families who have recently immigrated to the United States from other countries for reasons including business and/or further education, as refugees, or those seeking asylum. For the 2020-2021 school year, 74% of the students in the Stow Munroe Falls City School District EL population were born in the

United States. With Ohio's EL (English Learner) students representing a wide range of language backgrounds and educational experiences, Ohio school districts have the challenge of designing and implementing a wide range of instructional strategies to meet the students' diverse needs.

The number of EL (English Learner) reported in Ohio for the school year 2015-2016 represents an increase of 51 percent over the number reported five years previously and an increase of 199 percent over the number reported 10 years ago. It is anticipated that by 2025, 25% of every American classroom will be EL (English Learner) students.¹

THE STOW MUNROE FALLS EL (English Learner) PROGRAM OVERVIEW

The Stow Munroe Falls City School District is home to over 147 English Learners (2020-2021 numbers) speaking more than 19 different languages. This is less than one (1) percent of the total student population but the number of EL (English Learner) students in the school district continues to grow each year. (The state average in the 2016-2017 school year was 3.5 percent of the state student enrollment.) This number of students being served has grown dramatically since 2011-2012 when the District served 52 students.

The terms EL (English Learners), EL (English Learners), LEP, ESOL, and ESL are used interchangeably. At this time, specifically due to ESSA (Every Student Succeeds Act), **EL (English Learner)** English Learner, is the preferred identifier for the group of students who are learning English.

***Please see Appendix A for a complete list of EL (English Learners) Acronyms and Definitions interchangeably in this document.

Educational Theory

A variety of programs are designed to help English language learners become proficient in English. Researchers and policymakers may support some program designs as being better than others, but it is the Stow Munroe Falls City School District's belief that one must match the program design to the specific needs and resources of the given district and the students the district supports.

The services provided to EL (English Learner) students in the Stow Munroe Falls City School District are predominantly designed around the principles of English immersion, which is

¹ Language Magazine, November 2018

sometimes referred to as immersion, sheltered English immersion, or structured English immersion.

Because of the diversity of our population, our program design is structured with the intent of providing flexibility to meet individual student needs. In addition to overall program design, it is important to look at best practices that are aligned to EL (English Learner) needs. Gray and Fleischman (2004-05) stated in their review of effective instructional strategies for linguistically and culturally diverse students, that many of the best practices strategies for EL(English Learner) students are simply extensions of approaches that work well with all students. Furthermore, Garcia contends, “sound principles and practices of classroom organization and management – such as small instructional groups – seem to work well for EL (English Learners)s (1991).” In the late 1990s, researchers at Mid-Continent Research for Education and Learning (McREL (English Learners)) identified nine categories of instructional strategies that proved to be exceptionally effective in increasing student performance.

1. Setting objectives and providing feedback
2. Nonlinguistic representations (Pictures and/or drawings)
3. Cues, questions, and advance organizers
4. Cooperative learning (Working together with others and/or in groups)
5. Summarizing and note-taking
6. Homework and practice
7. Reinforcing effort and providing recognition
8. Generating and testing hypotheses
9. Identifying similarities and differences

EL (English Learner) students are placed in regular classrooms in the Stow Munroe Falls School District. The EL (English Learner) teachers/tutors provide small-group instruction and individual assistance in a small group or individual setting per student need. The combination of immersion in the regular classroom and additional support allows students the opportunity to learn another language as quickly and as effectively as possible and provides educational assistance outside the classroom.

EL (English Learner) PROGRAM STAFFING:

The school district provides various levels of services to this highly heterogeneous group of students, with diverse gifts, educational needs, backgrounds, languages, and goals. The purpose of our program is to accelerate English language literacy while valuing the social and cultural knowledge that a student brings to school. The district primarily serves EL (English Learner) students based on language through self-contained small group instruction and/or inclusive instructional settings. Our department includes an EL (English Learner) supervisor in the Student Services Division, and four EL (English Learner) tutor specialists with one part-time

teacher (at the high school. This teacher also serves students who are learning Japanese for the remainder of the high school day).

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English Learner Levels of Proficiency and What the Levels Mean:

In the elementary, intermediate, and middle school buildings, teachers provide a combination of inclusion classes with content teachers and small group instruction depending on the language proficiency level of the student. Proficiency levels of second language acquisition range from one to five.

1. Pre-functional – Pre-production or the silent period.

- New students just listen, initially, they have limited or NO understanding of English.
- They may respond nonverbally to simple commands, statements, and questions. Some may not speak for weeks or months. Don't force them.
- Some will start using simple learned phrases and simple sentences.
- As their oral comprehension increases, they begin to imitate the verbalizations of others by using single words or simple phrases and begin to use English spontaneously.
- At the earliest stage, these learners construct meaning from text, primarily through non-print features (e.g., illustrations, graphs, maps, tables).

2. Emerging/Beginner –Students will develop a vocabulary of about 1000 words.

- Students will speak in one or two-word phrases, memorized chunks, and simple sentences.
- 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 nonconventional 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, as in Spanish, the adjective comes after the noun). This stage may last about 6 months (or longer).

3. High Beginner/Early Intermediate–Students will develop a vocabulary of about 3000 words.

- 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 their thoughts due to a restricted vocabulary and a limited command of language structure. Adjectives, prepositions, and adverbs may cause problems for understanding.
- Students at this level speak in simple sentences, which are comprehensible and appropriate, but which are 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 nonconventional features.

4. Intermediate Trial Mainstream Level Students—Now students have a 6000-vocabulary.

- Students use more complex sentences and ask questions. They will still have grammar errors.
- 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 with 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.

5. Proficient Level/Advanced Level Students —*It can take 4 – 10 years to achieve this.*

- Students are able to cope in the classroom but will still need help with vocabulary, idioms, writing, and content such as social studies and or science.
- At this final stage, students usually can participate in academic topical conversations without difficulty.
- In most cases, they can follow complex and multilevel directions without assistance and they can understand orally 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 nontechnical 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.

Source of the above proficiency level descriptions: Teachers of English to Speakers of Other Languages (TESOL), Inc., 1997, pp. 2021

How are Students Identified Who Can Benefit from the EL (English Learner) Program?

School districts are required by law to identify students who can benefit from EL (English Learners) services. Students come from many different languages, cultural and schooling backgrounds when they come into the district. We need to identify the students that require EL (English Learners) instruction. **This is done during the district enrollment registration process through the home language survey.** When it is determined that the language/s spoken at home is other than English, the computer-based assessment, Ohio English Language Proficiency Screener (OELPS) is given as the first step of the student identification process.

After the initial English language proficiency screening assessment, (OELPS) specialized instruction in English may be recommended for the student. Depending on the assessment results, and with parent notification and approval, the student will be enrolled in the EL (English Learner) program. Further assessments are done at that time to determine the appropriate level of EL (English Learner) instruction. These assessments are administered during the first month (30 days) of the school year or 30 days after the student is enrolled in the school district beginning their school year. The tests examine the student's English proficiency in four areas: (1) speaking, (2) listening, (3) reading, and (4) writing.

There are three (3) levels of English language acquisition determined by the OELPA – Ohio English Language Proficiency Assessment in the four identified areas:

1. Emerging – when a student earns scores of 1’s and 2’s in the measured areas
2. Progressing – when a student earns any mixtures of scores, 1’s through 5’s in the measured areas.
3. Proficient - when a student earns scores of all 4’s and 5’s in the measured areas

Once the student is placed in the appropriate level of instruction, he/she will receive a special instructional program designed to help improve English with the goal being English Language proficiency (determined by assessments in Reading, Writing, Listening, and Speaking). The content of this program is coordinated with the mainstream classroom, district, and state standards for content (i.e. math, science, social studies) and literacy development. The content area for the EL (English Learner) program ALSO has standards of achievement for the areas of reading, writing, speaking, and listening. Based upon the student’s level of instruction, the student could be served in a small group outside of the classroom or the EL (English Learners) teacher goes into the general education classroom to support the student’s academic progress. When a student reaches the “Proficient Level” as demonstrated by the OELPA testing each February/March of the academic year, they are “exited” from the formal program of instruction they are then monitored for four years. Once a student is mainstreamed and/or exited from the EL (English Learners) program, based upon their academic progress in all content areas they can return to the program if it is determined that they are not progressing as expected based upon the degree of complexity of the academic content.

Are there any additional fees for EL (English Learners) services?

No. All EL (English Learners) services are part of the regular school program.

Does my student have any other assessments? Yes, these include the following assessments:

Locally Developed Assessments:

Like all students in the regular education program, EL (English Learner) students participate in grade-level assessments periodically throughout the school year to monitor academic progress. Those assessments as well as student progress can be reviewed with the student’s classroom general education teachers.

Ohio State Assessments:

Also, in addition to the annual OELPA (Ohio English Language Proficiency Assessment), EL (English Learner) students participate in the state-mandated AIR (American Institute for Research) online assessments in the spring of each school year. Students in third grade also participate in the AIR Reading assessment in early fall (generally late October/early November) to ensure students are on target for academic progress.

Additional Information can be found at this site:

Gifted Assessments:

In the fall, EL (English Learners) students and all students in Stow Munroe City School District, Grades 3 and 5, participate in achievement and cognitive tests to identify students who may be gifted learners. A cognitive assessment is also administered in the fall for 7th graders. This is **NOT** a language-based assessment. If a student scores in the 95th percentile or higher, a letter is sent home informing parents of the gifted identification. If a child qualifies for gifted services or programming, parents will be informed of that as well. A parent is always welcome to request administration of a gifted assessment other than fall of 3rd, 5th, or 7th. Administration of those requested assessments will take place during the spring or fall testing window.

The grade 3 assessments cover math, reading, and cognitive skills. The grade 5 assessments cover math, reading, science, social studies, and cognitive skills. The 'cognitive' piece assesses intelligence and is similar to an IQ test. There are numerous assessments that can be utilized for gifted determination. These include:

- (1) Otis Lennon Assessment is a timed test, so EL (English Learner) students are not allowed extended time. They may **NOT** use the bilingual dictionary for vocabulary and language.
- (2) Stanford is a test where EL (English Learner) students may have extended time and a bilingual dictionary. EL (English Learner) students can use the bilingual dictionary for reading, math, science, and social science.

Note: If EL (English Learner) teachers think EL (English Learner) students have not developed enough English language proficiency to confidently complete the exam, they may exempt the EL (English Learner) students from taking it.

Finally, based upon student progress as well as teacher input some students may be assessed for possible cognitive delays. If a student is determined to have cognitive delays in any of the four domains tested by the OELPA (Ohio English Language Proficiency Assessment), if needed, three of the four domains (Reading, Writing, Listening, and/or Speaking) can be exempted from the OELPA testing.

Which programs or activities is my student eligible to participate in?

EL (English Learner) students are welcome and encouraged to participate in any and all activities and programs just as any other student in the school district. Some programs (at the high school level) such as the Career Technology (6th District Consortium programs: Urban Forestry, Cosmetology, Culinary Skills/Food Service, and many more) have grade point averages for all students.

How can I help my student improve his/her English?

If you would like to work with your student at home, please start by helping him/her with the regular classroom homework. Reading aloud is another way you can help your student.

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Reading in both the home language as well as in English will help with his/her ability to learn English. If you are not comfortable reading in English, you can borrow audio tapes and books from the local libraries.

You can also visit storytelling and other programs for students at the local libraries. Students learn a language in natural settings and in a context when they want to communicate with other students. Therefore, arranging playdates and taking advantage of any opportunities to socialize with English-speaking students are great ways to help your student learn English.

How it is determined when a student is ready to exit the EL (English Learners) program?

Each year EL (English Learner) students take the state OELPA computer-based assessment. Based upon this assessment, there is a specific set of criteria used to determine if an EL (English Learner) student is still demonstrating limited English proficiency. The set of criteria is reviewed by a school-based team including teachers and other staff. The review basically involves the student's performance in the four areas: (1) speaking, (2) listening, (3) reading, and (4) writing. In addition, the student's classroom performance and test results are included in the review. Students that have exited the program can return at a later date if necessary.

Monitoring EL (English Learner) Achievement when they leave the EL Program based upon OELPA demonstrated proficiency.

When a student demonstrates PROFICIENCY on the OELPA (Ohio English Language Proficiency Assessment which is administered early each spring in the school year), by scoring all 4 and/or 5 on the four domains measured (Reading, writing, listening, and speaking) that student is removed from services provided by the EL program. Families are /consulted/notified of the move to the mainstream classrooms.

In order to ensure academic achievement in the content areas of English Language Arts and Math, each 9 week quarter, the EL Tutor of the student who left the program will review the student's progress based upon the school district local assessment MAP. Based upon the MAP scores, the tutor will determine IF the student has demonstrated work in the 25 percentile or lower. At that time, the EL Tutor will meet with the general education teacher of the student to review and discuss the student's achievement/mastery in that grade level. Based upon the results of the meeting, a student may be pulled back into a small group setting, or the EL Tutor may come into the general ed classroom to assist and monitor the EL student (and others in the classroom) progress.

What is my student's EL (English Learner) schedule?

Each proficiency group level follows requirements for EL (English Learner) instruction. In SMFCSD, EL (English Learner) students in grades K-6 (elementary and intermediate school) leave their classrooms for the required EL (English Learner) small group instructional time, most often during the literacy times in the mainstream/general education classroom. Once a student begins to adequately progress in the English language, the EL (English Learner) teacher/tutor may come into the general education classroom to support those students. Families may ask your student's EL (English Learners) teacher for the exact days and times for their child's schedule during the day/week.

At the middle school or high school level, beginning EL (English Learner) students participate in EL (English Learner) for their English credits aligned to standards for EL (English Learner)A, (English Language Arts) as well as additional time for learning academic content vocabulary, reading and writing for academic purposes, and EL (English Learner) strategies. In addition to taking regular education in English, intermediate and transitioning level EL (English Learner) students participate in EL (English Learner) to strengthen academic vocabulary across the content areas, access or build background knowledge, read for comprehension, and write for different purposes, among other priorities.

How long does it take the average student to successfully complete the EL (English Learner) program?

This is a difficult question to answer. All students are different and they come from a variety of backgrounds and previous school experiences. In the EL (English Learner) program, there is a distinction between "social" language and "academic" language. Social language is acquired more quickly than academic language in which it may take several years to become proficient. Please do not hesitate to contact your student's EL (English Learner) teacher if at any time you would like to discuss his/her progress.

EL (English Learner) Calendar:

August - September: School year begins; new EL (English Learner) students are identified during the enrollment process to participate in the Ohio English Language Proficiency Screener. EL (English Learner) instruction begins.

October – January: EL (English Learner) instructional period continues

(follows district school calendar)

February – March OELPA (Ohio English Language Proficiency Assessment)

March-April: Ohio State Academic testing period

May: Final/Additional instruction period

Late May or Early June: End of the school year

APPENDIX A:

EL (English Learners) ACRONYMS, TERMS, & DEFINITIONS

AIR (American Institute for Research) TESTING – is the mandatory testing by the state of Ohio for all students in grades 3-8. The assessment always includes reading and math and depending upon the grade level of the student may include science and/or social studies. Replaces the assessment known as the OAA.

AMAO - ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES

AMAO's are targets set by the state that specifies the percentage of EL (English Learners) students who are expected to attain English language proficiency and the percentage of EL (English Learners) students who are expected to improve their level of English language proficiency.

BICS - BASIC INTERPERSONAL COMMUNICATION SKILLS

Also known as: Social Language

This is part of a theory of language proficiency developed by Jim Cummins (1984) which distinguishes BICS from CALP (Cognitive Academic Language Proficiency). BICS is often referred to as “playground English” or “survival English.” It is the basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context. This language, which is highly contextualized and often accompanied by gestures, is relatively undemanding cognitively and relies on the context to aid understanding. BICS is much more easily and quickly acquired than CALP, but it is not sufficient to meet the cognitive and linguistic (language) demands of an academic classroom. BICS takes approximately one to three years to acquire.

BILINGUAL INSTRUCTION / BILINGUAL EDUCATION

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Programs that provide instruction in two languages, generally the students' native language and English. This is not part of the EL (English Learners) instructional program at Stow Munroe Falls City School District.

CALP - COGNITIVE / ACADEMIC LANGUAGE PROFICIENCY

Also known as Academic Language

Developed by Jim Cummins (1984), CALP is the language ability required for academic achievement in a context-reduced environment. Examples of context-reduced environments include classroom lectures and textbook reading assignments. It takes approximately seven to ten years to acquire.

ELL – English Language Learner

EL – English Learner

ESL - English as a Second Language

LEP - LIMITED ENGLISH PROFICIENT

(Same as EL, ELL, and ESL)

MBE - MAINTENANCE BILINGUAL EDUCATION

A program that uses two languages - both the student's primary/native language and English - as a means of instruction. In this setting, the program typically builds on the students' primary language skills while developing and expanding their English language skills. The goal is to achieve proficiency in both languages while continuing the education in the content areas (math, science, social studies, literature, etc.) also referred to as late-exit bilingual education. This is not part of the EL (English Learners) instructional program at Stow Munroe Falls City School District.

NCLB (NO CHILD LEFT BEHIND) WAS REPLACED IN 2014 WITH ESSA (EVERY STUDENT SUCCEEDS ACT)

This act was established in 2001 as a revision of the Elementary and Secondary Education Act. NCLB expands the scope and frequency of student testing, revised accountability systems, and guaranteed that every teacher was qualified in his or her subject area. NCLB requires states to make demonstrable progress in raising the percentage of students proficient in reading and math.

OELPA – OHIO ENGLISH LANGUAGE PROFICIENCY ASSESSMENT -

State-mandated annual assessment administered to all levels of EL (English Learners) students until the student demonstrates proficiency in all four domains of learning: reading, writing, speaking, and listening.

OTESOL - OHIO TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

This is the Ohio professional organization for educators working with English language learners.

SELF-CONTAINED ESL CLASS

A class consisting exclusively of English language learners. This is not part of the EL instructional program at Stow Munroe Falls City School District.

SHELTERED INSTRUCTION

An instructional approach in which students learn English through content area subject matter with teacher scaffolding (supporting student achievement) in order to make that content comprehensible.

TEFL - TEACHING ENGLISH AS A FOREIGN LANGUAGE

A TEFL teacher will be one who teaches English to speakers of other languages in non-native English-speaking countries.

TESL - TEACHING ENGLISH AS A SECOND LANGUAGE

A TESL teacher teaches English to speakers of other languages in an English-speaking country.

TESOL - TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

This is a professional organization for educators working with English learners.

TOEFL - TEST OF ENGLISH AS A FOREIGN LANGUAGE

This is an English exam that may be required for foreign students for college admission.

TOEIC - TEST OF ENGLISH FOR INTERNATIONAL COMMUNICATION

TOEIC is a test of English proficiency used as a standard for establishing workplace English writing skills and spoken English proficiency.

TRANSITIONAL BILINGUAL EDUCATION

An instructional theory or model in which children are helped to achieve literacy proficiency in their first language before being taught to read in a second language (English in the U.S.). The belief is that skills mastered in the first language can more easily be transferred to the second language later. This is not part of the EL instructional program at Stow Munroe Falls City School District.

Summary of Title III Requirements

Section 3302: Parental Notification Requirements under Title III-A for Eligible Entities (Consolidated and Consortia Applications) Receiving Title III-A Funds

IDENTIFICATION and ENROLLMENT

To inform a parent or parents that their student has been identified as limited English proficient and is/will be participating in a language instruction educational program.

WHEN

A student shall not be admitted to, or excluded from, any federally-assisted education program on the basis of a surname or language-minority status.

SPECIAL RULE - TIMING

Not later than 30 days after the beginning of the school year, or after the student's first date of attendance

WHAT – in general, notification to include

For a student not identified as in need of program prior to the beginning of the school year, parental notification shall be made within two weeks of the student being placed in a program:

- Reasons for the identification as LEP (Limited English Proficient) and in need of placement
- Student's level of English proficiency
- How such level was assessed
- Method of instruction used in program to be provided
- Expected rate of transition from program into "regular/mainstream" classrooms
- Specific exit requirements for program

Note: Title III funds can only be used as a supplement, not as the main budget to fund a program.

RIGHT TO DECLINE OR END SERVICES

- Rights to have students immediately removed from the program upon their request
- Options to decline to enroll the student in the program or to choose another program or method of instruction available

FAILURE OF PROGRAM TO MEET AMAO (the annual measurable achievement objectives)

- Required annually when the language instruction educational program has failed to make progress on AMAOs
- Not later than 30 days after such failure occurs

Notes: Districts must demonstrate that EL (English Learners) students are showing language growth each year, that an increasing percentage of the EL (English Learners) population in the district are becoming fluent in English each year, and that a sufficient number are making adequate yearly progress annually.

If a school district fails to meet AMAO for two consecutive years, it must develop an improvement plan to show how it will overcome said failure.

ALL NOTICES

Information is to be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

Note: School districts must do their best to provide parent notices in languages understandable to parents. Districts need to provide translations in their most frequently occurring languages.

PARENTAL & COMMUNITY PARTICIPATION

- Local Education Agencies (LEAs) shall implement an effective means of outreach to parents of EL (English Learners) students to inform them how they can:

- be involved in the education of their students
- be active participants in assisting their students to learn English, to achieve at high levels in core academic subjects, and to meet the same challenging state academic content and student academic achievement standards as all students are expected to meet.

- This outreach shall include holding and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of EL (English Learners) students

- LEAs shall assist parents to select among various programs and methods of instruction, if more than one program or method is offered

Note: Schools should proactively reach out to the parents of EL (English Learners) students to try to involve them in the academic process of their students.

Also, according to article 25 of Title IX of the Elementary and Secondary Education Act of 1965, the term English Learner is an individual

- B. Who is aged 3 through 21;
- C. Who is enrolled or preparing to enroll in an elementary or secondary school;
- D. (i) who was not born in the United States or whose native language is a language other than English:
 - i. Who is a Native American or Alaska Native, or a native resident of the outlying areas
 - ii. 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
 - iii. Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- E. Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
 - i. The ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3)
 - ii. The ability to successfully achieve in classrooms where the language of instruction is English; or
 - iii. the opportunity to participate fully in society.

Significant laws include but are not limited to:

Title VI of the Civil Rights Act of 1964

This prohibits discrimination on the basis of race, color, or national origin in programs receiving federal financial assistance. This law has been interpreted in the public school context as

requiring appropriate steps to ensure that equal educational opportunities are afforded to students who are limited in their English language proficiency.

Lau v. Nichols (1974)

Over the years, federal court decisions have recognized that school districts have a responsibility to take the steps necessary to provide equal education opportunities to English Learners. In *Lau v. Nichols*, the U.S. Supreme Court ruled that a school district's failure to provide English language instruction to English language learners denied them the meaningful opportunity to participate in the district's educational program was in violation of Title VI of the Civil Rights Act of 1964. The Court further noted that equality of opportunity is not simply providing English Language Learners (EL (English Learners)) the same facilities, textbooks, teachers, and curriculum that non-EL (English Learners) students receive. If English is the language of instruction, then measures must be taken to ensure that English is taught to students who do not speak English or who are limited English proficient in order to provide equal access to educational opportunities.

Equal Educational Opportunities Act of 1974

This act mandates that no state shall deny equal educational opportunity to any individual, "by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program." This requires educational service providers to take appropriate action to help these students overcome language barriers.

Castaneda v. Pickard (1981)

The Supreme Court delineated a three-pronged standard for determining whether or not ESL students have equal and meaningful access to a school district's program.

A program for EL (English Learners) students is acceptable if:

- ❖ The district is pursuing a program informed by an educational theory recognized as sound by some experts in the field, or at least is deemed to be a legitimate experimental strategy;
- ❖ The programs and practices used by the district are reasonably calculated to implement such theories effectively; and
- ❖ The district will take action if the program, after a legitimate trial, fails to produce results that indicate the language barriers confronting students are being overcome.

Plyler v. Doe (1982)

The Supreme Court stipulated that undocumented Students have the same right to free public education as U.S. citizens and permanent residents.

- ❖ School officials may not require students to prove they are in the United States legally, and
- ❖ Schools should avoid attempts to document students' status.
- ❖ The following school practices are prohibited:
 - Barring access to a student on the basis of undocumented status
 - Treating students disparately for residency determination purposes on the basis of their undocumented status
 - Making inquiries to a student or his/her parent may reveal their status
 - Federal education programs may ask for information from parents and students to determine if students are eligible for various programs. In such cases, schools should ask for voluntary information from parents.

Executive Order 13166 (2000)

This presidential order required all federal agencies to “ensure that the programs and activities they normally provide in English are accessible to EL (English Learners) persons and do not discriminate on the basis of national origin in violation of Title VI of the Civil Rights Act of 1964.”