

## **Springfield Local School District**

### *Policy and Plan for the Identification and Service of Children who are English Language Learners*

#### **Overview:**

The Springfield Local School District serves English Learners through tutoring services, computer based instruction, and differentiated classroom instruction. Support is provided through collaboration between the general education teachers and a tutor to support English Learners. The Springfield Local District is a member of the Title III Consortium of the Mahoning County Educational Service Center.

#### **Board Policy:**

##### **2260- Nondiscrimination and Access to Equal Educational Opportunity**

Springfield Local Schools shall establish procedures to identify students who are Limited English Proficient (LEP), 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 part of this program, the District will evaluate the progress of the students in achieving English language proficiency in the areas of listening, speaking, reading, and writing, on an annual basis.

#### **Procedures for Identifying EL Students:**

1. A Home Language Survey is completed as a part of the the registration pack 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 designated assessments.
3. If a student scores proficient in all areas, he/she is not considered an English Learner. If a student scores below proficient in any area, eligibility will be further determined.
4. If a student is found eligible, the school will notify the parents and seek permission from parents for the student to participate in EL services.
5. The school will determine how the services will be delivered through collaboration with the general education teacher(s) and the EL tutor.
6. The District will determine if students who are EL are eligible for accommodations on statewide achievement tests, according to state law.
7. Students who are identified as EL must participate in a statewide test of English Learners (OELPA)

#### **English Proficiency Levels of LEP Students:**

<p><b>Pre-functional</b></p> <p>Students at this level:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> May understand some isolated words.</li> <li><input type="checkbox"/> May understand some high-frequency conventions, directions, commands, and questions.</li> <li><input type="checkbox"/> Rely on nonverbal cues and gestures and facial expressions.</li> <li><input type="checkbox"/> May be able to provide basic responses.</li> <li><input type="checkbox"/> May be able to ask one or two word questions.</li> <li><input type="checkbox"/> May understand concepts of print and distinguish and copy some letters.</li> <li><input type="checkbox"/> May imitate the act of writing, however, it does not transmit a message.</li> </ul>	<p><b>Beginning</b></p> <p>Students at this level:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> May imitate the verbalizations of others by using single words or simple phrases.</li> <li><input type="checkbox"/> Gradually construct more meaning from the words themselves, but the construction is often incomplete.</li> <li><input type="checkbox"/> May generate simple texts that reflect their knowledge level of syntax, however they may have a significant amount of non-conventional features such as invented spelling, grammatical inaccuracies, or other patterns of the native language.</li> </ul>
<p><b>Intermediate</b></p> <p>Students at this level:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> May understand more complex speech, but still require more repetition.</li> <li><input type="checkbox"/> Acquire a vocabulary stock of words and phrases.</li> <li><input type="checkbox"/> Speak in simple sentences, which are comprehensible and appropriate, but marked by grammatical errors.</li> <li><input type="checkbox"/> May have some trouble comprehending and producing complex structures and academic language.</li> </ul>	<p><b>Advanced</b></p> <p>Students at this level:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Typically have language skills that are adequate for most day-to-day communication, with occasional structural and lexical errors.</li> <li><input type="checkbox"/> May have difficulty understanding and using some idioms, figures of speech, and words with multiple meanings.</li> <li><input type="checkbox"/> May read with considerable fluency and are able to locate and identify specific facts in the text.</li> <li><input type="checkbox"/> May be able to read independently, but may have occasional comprehension problems.</li> </ul>
<p><b>Proficient</b></p>	<p><b>Proficient (continued)</b></p>
<p>Students at this level:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can usually participate in academic conversations without difficulty.</li> <li><input type="checkbox"/> Can usually follow complex and multi-level directions without assistance.</li> <li><input type="checkbox"/> Generally read and understand factual information.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can write short papers and clearly express statements of positions, points of view and arguments.</li> <li><input type="checkbox"/> Can typically show control of varied sentence structures, spelling and vocabulary, expressing well-developed thoughts.</li> </ul>

**Criteria for Exiting LEP Program:**

In order to be exited from LEP 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 the classroom where the language of instruction is in English.
2. Meaningfully participate in academic assessments in English.
3. Obtain a composite score of 5 on the Ohio English Language Proficiency Assessment (OELPA); or
4. Obtain a composite score of 4 on the OELPA and subsequently complete a trial period of mainstream instruction.

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