

Struthers City Schools Policy and Plan for the Identification and Service of Children who are English Language Learners

Overview

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

Board Policy

2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

In addition, the Superintendent 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 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). The Superintendent is responsible for verifying that a concentration of students who are Limited English Proficient (LEP) in one (1) or more programs is not the result of discrimination.

Procedures for Identifying EL Students

1. A Language Usage Survey is completed as a part of the registration packet for each student.
2. If the Language Usage 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 the OELPS. Parent permission is not necessary to conduct this screening.
3. If a student scores proficient (Scores of 4/5 in individual sections of reading, writing, speaking and listening, then he or she is not considered an English Language Learner. If a student scores below proficient in any one or more of the four areas, he or she is considered an English Learner (EL.)
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. An English Learner Plan is developed by the TESOL teacher and shared with parents, teachers and administrators.
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 identified as EL are eligible for accommodations on statewide achievement tests, according to state law.

7. Schools use a statewide test of English Learners, the OELPS to screen for eligibility and a yearly standardized test, the OELPA to test and report on proficiency, during the Spring of each School Year.

English Proficiency Levels of EL Students

The Emerging (1s and 2s across all four domains) 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 clues; use gestures and simple words; and begins to develop communicative writing skills.

The Progressing (any combination of scores across the four domains that does not fall into Proficient or Emerging) ELL student can range from: understanding simple statements, directions, questions and the general message of basic reading passages; using appropriate strategies to initiate and respond to simple conversation; and composing short informative passages on familiar topics, with non-conventional features (e.g. inventive spelling, grammar inaccuracies). The student may also 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.

The Proficient (4s and 5s across all four domains) 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; 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.

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.
4. Student progress is then monitored for two years and assistance can be provided for language support, as needed.