



Youngstown Community School

English Learner Program Handbook

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 EL Coordinator from Mahoning County Educational Service Center, and another is kept in the cumulative file of the student. The EL Coordinator then schedules the student for initial English proficiency screening. Within 14 days of the student's enrollment, the student may be classified as LEP or non-LEP in accordance with the results of the screening. Results of the assessment are then shared with the parent(s)/guardian(s) of the student, and appropriate EMIS information is reported to the EMIS coordinator.

If the student is classified as LEP, information is sent to the parents in the parent's first language (oral translation made available if this conference occurs via telephone) to describe the programming. If a student is classified as Non-LEP, the parent/guardian is notified of the test results by the EL Coordinator and no further action is taken.

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.

Program of Services

Structured English Immersion (SEI) with 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*)

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).

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 EL staff, but will not receive direct support unless intervention is deemed necessary through monitoring.

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 EI identified staff, Mahoning County Educational Service Center instructional coaches in EL 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 the following

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.
3. Professional development sessions provided by the Mahoning County Educational Service Center for consortium members.

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. Likewise, LEP students cannot be retained because of the student's lack of English proficiency. The school and teachers of LEP students must document all steps taken (MTSS) to prevent classroom failure and/or retention.

Participation in State Tests/Accommodations

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 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. 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.

Program Evaluation

Each year, the EL Coordinator 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.

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, report card grades and intervention records. 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.