

PREFACE

English Language Learners (ELL) come from a variety of backgrounds. Many ELLs are children of families who have recently immigrated to the United States. These students may or may not have had the benefit of prior formal education in either their native language or English. Other EL students may be in the United States because parents are working here temporarily or pursuing their education at a university. Still other English Language Learners are from families that have been in the U.S for many years, but speak languages other than English at home.

Therefore, with the influx of English Language Learners into the nation's school system, a need has been created for school districts to modify and expand their educational services to meet the unique needs of these students. Findlay is one such district that has taken the initiative to provide assistance for these students. Four ESL teachers identify and serve students with limited English proficiency from several countries and language backgrounds. Some of these languages include Chinese, Japanese, Arabic, Spanish, Telugu, Tamil, Laotian, Vietnamese, Portugese, Korean and Filipino.

The general objective of the Findlay City Schools' English as a Second Language program has been to teach these students English and the mores of our culture so that they can participate successfully in the academic and extracurricular activities in school and later in the world of work.

PURPOSE OF HANDBOOK

Since 1978, an English as a Second Language (ESL) program has been operating in the Findlay City School System to meet the needs of those children whose lack of English communications skills inhibit their progress in an all-English classroom. The teachers serving the ESL program have produced this handbook with the purpose of:

- Familiarizing teachers, counselors, administrators, and parents with the philosophy, definitions and curriculum associated with the ESL program.
- Reviewing procedures pertinent to the area of entry and exit criteria.
- Enhancing the awareness of school personnel regarding the location and availability of resources and material.

PHILOSOPHY

The purpose of the English as a Second Language (ESL) program is to provide supplemental educational services needed by English Language Learners (ELL) to acquire the English language skills necessary for success in school. As a part of the program, efforts should be made to develop a positive attitude of acceptance toward the ELLs by the school and its staff. Students with limited English proficiency (LEP) are unique individuals with cultural, academic and linguistic history. Some are children from professional families who live here because of their business or educational career. Other children are American born, but come from environments where a language other than English is dominant. Students within this group often are very different from each other not only in terms of native language, but also in terms of values and cultural habits. One fact that should be remembered with regard to these students is that they bring with them experiences which our students and staff can learn and appreciate about their heritage and culture.

The Findlay City Schools is committed to providing the best possible educational programs for all students including those with limited English proficiency. Therefore, our English as a Second Language program provides instructional assistance in the areas of language development and reading to non-English speaking and/or limited-English speaking students.

The major goal is to provide individual and small-group instruction for increasing student facility with English language communication and associated cultural mores. A second goal would be to provide English instruction in basic academic and related skill areas.

GUIDELINES FOR THE IDENTIFICATION AND ASSESSMENT OF LIMITED ENGLISH PROFICIENT STUDENTS/ENGLISH LANGUAGE LEARNERS

In its publication “The Provision of an Equal Education Opportunity to Limited English Proficient Students” (1992), the US Department of Education, Office for Civil Rights, provides guidelines to school districts regarding their legal obligation to provide language and intervention to minority students. The following is a summary of the guidelines. First, school districts must identify all students whose primary or home language is other than English. The district then needs to assess all of these students to determine if they are limited English proficient and if they need special language assistance to participate effectively in the district’s instructional program.

Identifying English Learners in Ohio

School districts and community schools have a responsibility to identify English learners so they can provide instruction designed to help them use the English language and learn subject matter content. This document describes the two-step process for identifying English learners in Ohio. These guidelines are effective beginning with the 2018-2019 school year. Schools must complete this process and notify parents or guardians of the student’s identification as an English learner within 30 days of enrollment at the beginning of the school year or within two weeks of enrollment during the school year.

Step 1: Giving the Language Usage Survey

Districts and community schools use the Language Usage Survey to identify students’ language experiences and educational backgrounds, as well as the communication preferences of parents and/or guardians. The language usage survey (Appendix A) is given to all new students enrolling in grades preK-12. When students transfer from other districts or schools, the school district refers to existing records to determine English learner status. Trained school employees, preferably those with a TESOL license or endorsement, validate each language usage survey. Each student’s language usage survey results is kept in his/her cumulative folder. These records are transferred if students relocate to other districts or schools per school and district policy.

Step 2: Assessing English Language Proficiency

After identifying potential English learners with the language usage survey, schools assess these students' English language proficiency using the Ohio English Language Proficiency Screener (OELPS). The OELPS is the state-provided, standardized tool for determining whether students qualify as English learners eligible to participate in the school's language instruction educational program. The OELPS aligns with Ohio's English Language Proficiency Standards and is available in online and paper formats for students in grades K-12. Districts are responsible for administering, scoring and interpreting the OELPS. The Department provides resources and assistance to schools on how to administer and score the OELPS.

Next Steps

Notifying parents of English learner identification and services. If a student is identified as an English learner, the district or school must notify parent(s) or guardian(s) explaining the child's classification as an English learner and the available services. Information about the Letters to Parents of Students Identified as English Learners is available on the Ohio Department of Education's (ODE) website.

After a district or school has identified English learners with the language usage survey and English language proficiency screener, it must determine and implement the language instruction educational program the student will receive. Guidelines and information about programmatic options for English learners are available on the ODE website.

Annually assess all English learners. State and federal law requires an annual assessment of K-12 students identified as English learners to measure their English language proficiency. In Ohio, this is the Ohio English Language Proficiency Assessment (OELPA). Visit the OELPA website for more information.

OELPA Results Performance Levels

A student will receive a numeric performance level for each of the four domain tests taken. Students who do not take four domain tests will receive the appropriate results with an explanation for the tests not taken such as N if the test was not attempted.

The performance levels for each of the four domain tests have a range of 1 through 5:

- Level 1 – Beginning
- Level 2 – Early Intermediate
- Level 3 – Intermediate
- Level 4 – Early Advanced
- Level 5 – Advanced

The performance levels on each of the four domains are used to determine an overall performance level. There are three overall performance levels established by ELPA21: Proficient, Progressing, and Emerging. Each EL student must take the OELPA annually until earning a Proficient score and being exited from the program. The performance level cut points, agreed to by the ELPA21 member states, are as follow:

- *Proficient* means a student scored any combination of level 4s and 5s on the four tests.
- *Progressing* means a student scored a combination of levels that did not allow the student to be considered Proficient or Emerging.
- *Emerging* means a student scored any combination of level 1s and 2s on the four tests.

Exit Criteria

Students who receive an overall performance level of Proficient are eligible for reclassification of exiting the program. The Proficient level is defined as any combination of 4s and 5s across all domains.

In the Findlay City Schools, if the ESL teacher, classroom teacher, and/or parents feel that a student who has exited the program needs support, the student will still receive ESL services. A student will not, however, receive accommodations on state testing once he/she exits with a Proficient score on the OELPA.

If a student meets the exit criteria and the team feels he/she is capable of handling the classwork on own, services will not be offered. The ESL teacher may continue to monitor and provide support to the student and the classroom teacher for up to 4 years after the student exits the program.

Important Terms and Definitions

Accommodations (for English Language Learners) is adapting language (spoken or written) to make it more understandable to second language learners. In assessment, accommodations may be made to the presentation, response method, setting, or timing/scheduling of the assessment (Baker, 2000; Rivera & Stansfield, 2000).

Basic Interpersonal Communication Skills (BICS) is often referred to as "playground English," "survival English," or "social language." It is the basic language ability required for face-to-face communication. BICS is much more easily and quickly acquired than academic

language (Cognitive Academic Language Proficiency, or CALP), but is not sufficient to meet the cognitive and linguistic demands of an academic classroom.

Bicultural is identifying with the cultures of two different ethnic, national, or language groups. To be bicultural is not necessarily the same as being bilingual. In fact, one can even identify with two different language groups without being bilingual, as is the case with many Latinos in the U.S.

Bilingualism is the ability to use two languages.

Cognitive/Academic Language Proficiency (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, where there are few environmental cues (facial expressions, gestures) that help students understand the content.

Content areas are academic subjects like math, science, English/language arts, reading, and social sciences. Language proficiency may affect these areas, but is not included as a content area.

Dual Language Learner is a child who is learning a second language while continuing to develop his/her home language.

English as a Second Language (ESL) is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods.

English Language Learner (ELL) is a student whose first language is not English and who is in the process of learning English.

English Language Proficiency means a student has mastered academic language by developing proficiency in the four domains of language: speaking, reading, listening and writing.

Expressive Language is the aspect of spoken language that includes speaking and the aspect of written language that includes composing or writing.

Lau vs. Nichols is a lawsuit filed by Chinese parents in San Francisco in 1974, which led to a landmark Supreme Court ruling that identical education does not constitute equal education

under the Civil Rights Act. School districts must take "affirmative steps" to overcome educational barriers faced by non-English speakers (Lyons, 1992).

Limited English Proficient (LE) is the term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. Increasingly, English language learner (ELL) or English learner (EL) are used in place of LEP.

Native Language

The first language a person acquires in life, or identifies with as a member of an ethnic group.

Pull-out ESL is a program in which LEP students are "pulled out" of regular, mainstream classrooms for special instruction in English as a second language.

Scaffolding is temporary guidance or assistance provided to a student, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on.

Ohio English Language Proficiency (ELP) Standards

The ten ELP Standards, developed for kindergarten through grade twelve, focus on English language functions and forms that ELLs need to develop in order to access college and career-ready content standards and to be successful in school.

The new ELP Standards are the following:

1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2. Participate in grade-appropriate oral and written exchanges of information
3. Speak and write about grade-appropriate complex literary and informational texts and topics
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence
5. Conduct research and evaluate and communicate findings to answer questions or solve problems
6. Analyze and critique the arguments of others orally and in writing
7. Adapt language choices to purpose, task, and audience when speaking and writing
8. Determine the meaning of words and phrases in oral presentations and literary and informational text
9. Create clear and coherent grade-appropriate speech and text
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing

For the English Language Standards by grade level with indicators and links to content standards, please go to:

<http://education.ohio.gov/Topics/Student-Supports/English-Learners/Teaching-English-Language-Learners/Ohio-English-Language-Proficiency-ELP-Standards>

Guidelines for Referral and Identification of English Learners with Disabilities

When indicators suggest that an ELL is having difficulties attaining academic and social expectations, which are unrelated to the student's ELL status, the student will be referred to the school RTI (Response to Intervention) team for intervention strategies. Findlay City Schools follow the State of Ohio policies and procedures for referring students for special education evaluations.

These guidance documents have been developed to assist the identification and instruction of English learners who do not make expected academic progress in school and who may benefit from individualized, intensive intervention services provided through The Individuals with Disabilities Education Act (2004).

- [Referral and Identification of English Learners with Disabilities](#)
- [Multi-Tiered Systems of Support Literacy/Reading Instruction for English Learners](#)
- [Background and Resources for the English Learners-Students with Disabilities Guidance](#)
- These documents can be found at:
<http://education.ohio.gov/Topics/Student-Supports/English-Learners/Teaching-English-Language-Learners/Guidelines-for-Referral-and-Identification-of-1>

The two key question checklists, *Referral and Identification of English Learners with Disabilities* and *Multi-Tiered Systems of Support Literacy/Reading Instruction for English Learners* are informal assessment tools developed by Ohio educators to provide more consistent and well-rounded assessment within the referral and identification processes established at the local level for English learners and students with disabilities. The checklists are presented as a list of guiding questions developed by practitioners to support the provision of school intervention for English learners with suspected disabilities.

Note: As described by the Individuals with Disabilities Education Act, parents and guardians of students who are learning English have the right to receive all communications regarding special education referral and assessment in a language that is understandable. Written translations and the use of interpreters should be provided to assure that culturally and linguistically diverse parents are informed and able to participate meaningfully in the education of their children and youth.

Findlay City Schools ESL Curriculum

The ESL teacher will be involved in a number of educational experiences with his or her students. Each level uses board adopted and approved curriculum, as well as useful literature, websites and apps to help students reach language and academic goals.

Board Adopted Curriculum:

Whitter, Grades K-2

English at Your Command, Level 1, Hampton Brown
National Geographic REACH Levels A-C, Hampton Brown

Wilson Vance, Grades 3-5

English at Your Command, Levels 1&2, Hampton Brown
National Geographic REACH, Levels D-F, Hampton Brown

Glenwood Middle School, Grades 6-8

National Geographic Cengage INSIDE
Levels: Newcomer, Fundamentals I&II, Level A Parts 1&2

Findlay High School, Grades 9-12

National Geographic Inside the USA
National Geographic EDGE Reading, Writing and Language

The above curriculum will guide instruction along with the ELP Standards. Focus of instruction will emphasize, but not be limited to the following:

READING

- Vocabulary
- Phrases
- Comprehension
- Supplemental readings
- High interest materials

LISTENING/SPEAKING

- Individual words - distinguishing sounds that are similar or are of particular difficulty due to native language structure; repetition
- Speaking as often as possible to gain confidence

- Conversation; functional speech
- Comprehending teacher instruction

COMPOSITION

- Alphabet
- Clarity
- Organization of thought patterns
- Sentence structure
- Acceptable phrasing

GRAMMAR

- Parts of speech
- Verb tense
- Subject-verb agreement
- Peculiarities of language transfer

ACADEMIC ASSISTANCE

- Clarify instructions
- Explain steps
- Show how to find answers
- Teach academic vocabulary

CULTURAL ADJUSTMENTS

- Explanations of traditions, social amenities, etc.
- Friendship
- School culture

Instructional Program

1. All ESL students will receive services appropriate to their needs. ESL services will be provided by teachers trained in ESL methodology in the child's school building.
2. ESL students will receive a minimum of one class period per day in ESL instruction. The instruction can be provided individually or in small groups with children of similar needs.
3. Instruction is supplementary and complementary to that offered in the regular classroom. Concepts taught by the classroom teacher in core subjects are reinforced in the ESL program. The primary focus will be on developing English language communication skills.

GRADING

It is the responsibility of the ESL teacher to share the student's proficiency level and grading information with the classroom teachers.

If a student has limited English proficiency, he or she may receive a grade of S or U.

The ESL student will receive a grade of S in the content area subject if:

- The student has made an effort in the content subject.
- The student has demonstrated progress during the given grading period.
- The student has attempted to do assigned tasks.
- The student has made an effort to come to class prepared.
- The teacher has adjusted the curriculum or evaluation procedures in any way (i.e. Giving an open-book test or modifying a test in any way, simplifying subject matter or testing materials, administering assignments, etc.).
- The student received scores equal to or lower than a C.

The ESL student will receive a grade of U in the content area subject if:

- The student has made little or no effort to learn.
- The student has demonstrated little or no progress during the grading period.
- The student has made little or no effort to complete class assignments.
- The students has made little or no effort to complete homework assignments.

If the student is not receiving modifications, and is able to earn a letter grade of C or higher, then the teacher can assign the regular letter grade instead of an S.

If the student is able to handle the regular course requirements in physical education, art, and music, the instructor should use the regular district grading system.

NOTE: Failure to perform at grade level or on par with regular students and/or failure to pass tests and quizzes designed for English proficient students DOES NOT CONSTITUTE FAILURE for the ESL student.

FINDLAY CITY SCHOOLS

Student Services

English as a Second Language Teachers

- ❖ Crystal Whipkey
Whittier Primary School (419) 425-8358
cwhipkey@findlaycityschools.org
Facebook Page: Mrs. Whipkey's ESL

- ❖ Heather Welty
Wilson Vance Intermediate School (419) 425-8332
hwelty@findlaycityschools.org
Facebook Page: Mrs. Welty's Wilson Vance ESL

- ❖ Diana Wiseley
Glenwood Middle School (419) 425-8363
dwiseley@findlaycityschools.org
Facebook Page: Glenwood ESL

- ❖ Elizabeth Schank
Findlay High School (419) 425-8289
eschank@findlaycityschools.org
Facebook Page: Findlay High School ESL

Interpreters

Japanese	Dr. Hiro Kawamura University of Findlay (419) 424-4759
Spanish	Rick Kalmbach Findlay (419) 422-0134

Link for HLS

<http://education.ohio.gov/getattachment/Topics/Student-Supports/English-Learners/Teaching-English-Language-Learners/Guidelines-for-Identifying-English-Learners/Appendix-A-Language-Usage-Survey.pdf.aspx?lang=en-US>