

# English Learners HANDBOOK

New Lima Public School  
116 Gross Street  
Wewoka, Oklahoma 74884

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## **CONTACT PERSONS FOR EL**

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## STATEMENT OF INTENT

It is the intent of the New Lima School District that every student who has a primary home language other than English and who is identified as limited English proficient (LEP) be provided with the opportunity to participate in an English Learner (EL) program.

The goal of EL instruction shall not be to replace or to negate the students' primary home language. Rather, the EL program shall strive to enable LEP students to become competent in listening, speaking, reading and writing in the English language. Instruction shall emphasize the acquisition and mastery of English to enable LEP students to participate fully in the benefits of public education.

## FEDERAL DEFINITION

A Limited English Proficient (LEP)/English Learner (EL) student is an individual age 3-21, who is enrolled (or about to enroll) in a U.S. elementary or secondary school and meets these two requirements:

- **Belongs to one of the following categories:**
  - Was not born in the United States or speaks a native language other than English;
  - Is a Native American, Alaska Native, or native resident of outlying areas and comes from an environment where language other than English has had a significant impact in the individual's level of English language proficient, or
  - Is migratory, speaks a native language other than English, and comes from an environment where language other than English is dominant.
- **May be unable, because of difficulties in speaking, reading, writing, or understanding the English language, to:**
  - Score at the proficient level on state assessments of academic achievement;
  - Learn successfully in classrooms where language of instruction is English; or
  - Participate fully in society

## DISTRICT COMMITMENT

The New Lima School District will report annually to the Oklahoma State Department of Education (OSDE) information relating to the number of students who are English learners and services rendered.

The New Lima School District will administer a Home Language Survey to every student at the time of enrollment and at the beginning of each school year as required by federal and state laws and shall ensure that surveys are maintained by site in the principal's office with a copy in the student's EL folder.

The New Lima School District will adopt, acquire, and administer a state-approved language proficiency test and will provide appropriate and sufficient training for designated staff to administer the test to any and all students whose Home Language Survey indicates that a language other than English is their primary language. The Pre-K Language Screening Tool, the K-W-APT, the W-APT and the WIDA ACCESS for ELs are the state-approved language proficiency tests that may be used for diagnostic and placement purposes. (As other language assessments are adopted by the state, information will be disseminated to appropriate personnel.)

The New Lima School District will ensure that language-minority and English learners have equal access to instructional, support, and extracurricular programs, services, and activities.

The New Lima School District will develop and implement EL program that provides English learners genuine and practical opportunities to develop English proficiency and to learn and to demonstrate achievement of the state's content and student performance standards that are expected of all students. The program will employ curricula, instructional materials, methodologies, and professional development based on scientifically based research on teaching English learners and immigrant children and youth.

The New Lima School District will adopt appropriate evaluative procedures for measuring the progress of English learners in school and will monitor the progress of English learners in English proficiency and acquisition of grade-level content standards. Multiple assessment measures, including teacher judgment, shall be used to evaluate core content knowledge and skills in English comprehension, speaking, writing, and reading. When an English learner is not making progress in school, the New Lima School District will ensure that appropriate modifications in the English language instruction educational program are made.

The New Lima School District will establish program exit criteria so that a student is not maintained in an English language instruction educational program longer than is necessary. No student shall be exited from an English language instruction educational program, except at the yearly written request of the student's parent/guardian, until and unless the program-exit criteria have been met. Documentation should be retained for any eligible student whose parent declines or withdraws participation in the English language instruction educational program.

The New Lima School District will monitor the English language and academic progress of each exited student for a minimum of two academic years. Students that demonstrate academic and/or social difficulties at any time after returning to a regular instructional setting shall be provided supplemental support and instruction and/or be readmitted to an English language instruction educational program.

The New Lima School District will ensure that English learners participate in the state's student assessments in accordance with current OSDE policies and procedures.

The New Lima School District will ensure that English learners are not assigned to or excluded from special education programs because of their limited-English language proficiency. Evaluation, placement, and notification to parents of students with special needs shall be conducted in accordance with the *Individuals with Disabilities Education Act of 1987* (IDEA 07).

The New Lima School District will ensure that English learners are not excluded categorically from programs for the academically gifted, from other specialized programs, or from student support services that are available to other students in the school.

The New Lima School District will ensure that English learners are educated in the least restrictive and least segregated manner possible based on the educational needs of the student. Students shall be included, to the extent possible and practicable, in all aspects of the regular school program that are available to other students.

The New Lima School District will make reasonable, meaningful, and sufficient efforts to involve parents/guardians of students who are English learners in the educational program. Notifications of New Lima School District policies and procedures, school activities, academic and behavioral expectations, available alternative language and support services, and student academic progress will be made to parents/guardians in a uniform format and, to the extent practicable, in a language that they can understand.

The New Lima School District will establish and implement reasonable and sufficient methods to permit language-minority parents/guardians, community groups, and other interested parties to express ideas and concerns regarding the provision of services to LEP students.

The New Lima School District will submit to the OSDE, upon request, data and other information to reflect participation and progress in all areas of the English Learners program.

## ACHIEVEMENT OBJECTIVES

There are three categories of achievement for LEP students: (1) progress toward acquiring English language proficiency, (2) attainment of English language proficiency, and (3) adequate yearly progress (AYP) of the LEP subgroup in English Language Arts and in mathematics.

The success of the English Learner Program shall be evaluated annually based upon an analysis of progress being made by individual EL students from one year to the next and by comparing the achievement of English Learners with the general school population. The following criteria outlines the benchmarks expected for student achievement:

**Progress Goal:** 85% of students learning English in New Lima School District will make progress toward acquiring English proficiency each year.

**Proficiency Goal:** 25% of students learning English in New Lima School District will reach their full ability to speak, write, and learn in English each year.

**AYP Goal:** The LEP subgroup in New Lima School District will make Adequate Yearly Progress in Language Arts and mathematics each year as determined by testing standards.

According to Title I and Title III, if a school fails to make progress in meeting the state's annual measurable achievement objects (AMAOs), then the school must separately inform the parents of an LEP child of the school's failure no later than thirty (30) days after the failure occurs.

## IDENTIFICATION OF EL

When enrolling potential EL, remember this acronym: ***S-T-E-P-S***.

- S** = Survey - **Each** student's parent must complete a Home Language Survey form each year.
- T** = Test Assess the student with the appropriate level placement test: Pre-K Screener for Pre-K students K-W-APT for kindergarten students and Grade one (semester one only) W-APT for Grade one (semester two) through Grade twelve.
- E** = Evaluate the results of the placement test and the needs of the potential EL student.
- P** = Place the student in a program based on his or her baseline English language proficiency (ELP) score (from the placement test).
- S** = Success Check your student's progress toward English language proficiency and academic goals.

### ***Home Language Survey (HLS)***

#### **PURPOSE**

The Home Language Survey (HLS) (Appendix A-C) is required by Federal and State Law to identify all students who qualify for EL services. The Home Language Survey also helps schools decide which students need English language proficiency testing (W-APT and/or ACCESS for ELs). Please, see the section in this handbook relating to WIDA ACCESS for ELs and W-APT for additional information. All school personnel who assist with student enrollment should be made aware of the importance of timely collection and careful maintenance of these forms.

#### **WHEN SHOULD WE COLLECT IT?**

A new, completed survey must be collected from EVERY student every year. Home Language Surveys completed during pre-enrollment are valid through the next school year. Schools should ask parents to fill out the Home Language Survey while the student is being enrolled or registered during pre-enrollment or at the beginning of the school year. Once collected, Home Language Survey information must be quickly and accurately entered into the district database (*Wen-Gage*) as filled out by the parent/guardian.

#### **WHO FILLS IT OUT?**

This form should be filled out by the parents/guardians of each child enrolled. If parents/guardians need assistance, school personnel may assist, but the parent must sign the form. Students may NOT sign this form for their parents unless legally emancipated. School personnel may NOT change Home Language Survey information. If an error is discovered, parents must make and initial all changes.

### **WHO IS RESPONSIBLE FOR COLLECTING THE HOME LANGUAGE SURVEY?**

The principal of the school is responsible for ensuring that a Home Language Survey for every student is collected before September 15 of each school year. No student's enrollment is complete without a Home Language Survey.

### **WHO ENTERS THE INFORMATION INTO *Wen-Gage*?**

In most cases, the registrar is the designated person who enters the Home Language Survey information into *Wen-Gage*. Registrars and EL teachers should enter the necessary test information at the bottom of the HLS before copies of the surveys are delivered to the EL Site Coordinator or EL teacher.

### **WHO KEEPS THE HOME LANGUAGE SURVEYS?**

After *Wen-Gage* has been updated and test results entered, a copy of the Home Language Survey should be given to the EL Site Teacher for placement in the student's EL folder while the original HLS is kept in the principal's office to be maintained for accreditation.

## ***Language Proficiency Assessments***

For ELs new to the United States school system or to a particular district, educators will find it necessary to have an initial measure of the student's English language proficiency in order to determine if the student is in need of English language instructional services and, if so, at what level. The Pre-K Screening Tool, the Kindergarten WIDA ACCESS Placement Test (K-W-APT), and the WIDA ACCESS Placement Test (W-APT), which are aligned to the WIDA ELP Standards and ACCESS for ELs, are used in the New Lima School District to provide this baseline information.

### **Pre-K Screening Tool (PKST)**

The PKST is a tool for teachers to identify EL students who are enrolled in Pre- Kindergarten classes in New Lima Schools. All pre-kindergarten students who have another language spoken in the home as determined by the HLS will be screened. Any certified teacher or teaching assistant may administer this screening tool. It should be given **IN ENGLISH**.

Students with a score of 6 or fewer correct are **COUNTABLE** for the state accreditation report, bilingual portion. The student's score should be recorded at the bottom of the original Home Language Survey and the original copy of the PKST should be attached to an updated copy of the HLS and filed in the individual student's EL folder.

Be sure to write the following information at the top of the test:

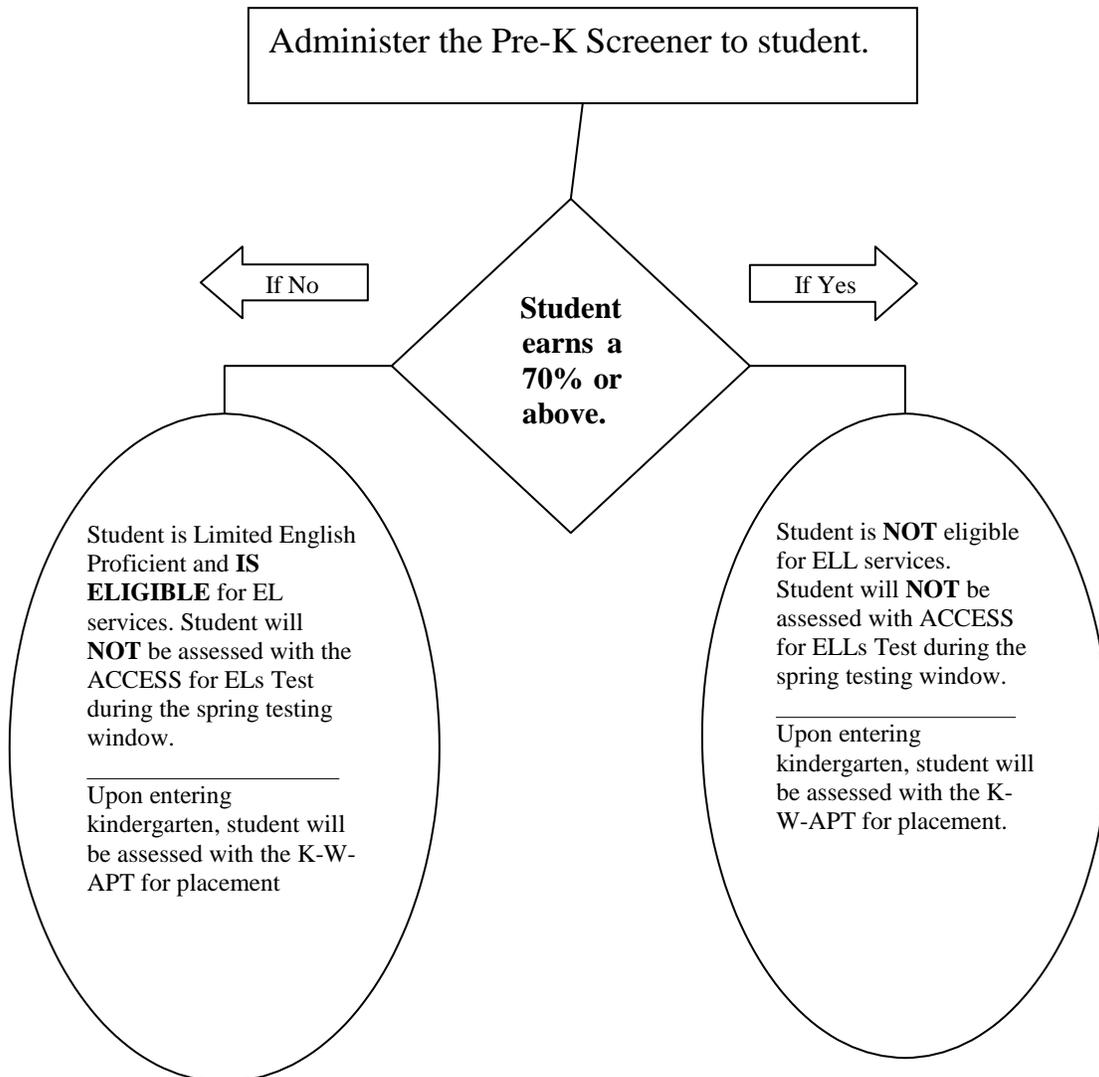
- Student Name;
- Student Date of Birth;
- Name of person administering the test (printed);
- Date of the test.

# Guidelines for Testing Pre-K

## Placement Test for Pre-K

Process for testing **NEW** students for English Learner Services with Pre-K Screener

- 1. Student checks YES and MORE OFTEN on the Home Language Survey (HLS).
- OR**
- 2. Student checks YES and LESS OFTEN on the HLS.



## **K-W-A PT and W-APT Tests**

The K-W-APT and the W-APT are placement tests used to identify students to receive services from an Alternative Language Program (ALP). Students arriving during the school year should be tested within two weeks of enrollment. Parents should be notified of placement within two weeks after testing. A copy of the parent notification should be placed in the student's EL folder.

The K-W-APT and the W-APT are given to new students and any students who do not have scores for some or all portions of an ACCESS test from the previous spring semester. Both tests must be administered by certified teachers, who have also been specifically trained and certified to give the ACCESS test. Bilingual paraprofessionals may NOT administer any part of the K-W-APT or the W-APT tests but can play a valuable role in planning and managing the testing process.

The K-W-APT and the W-APT have three main purposes:

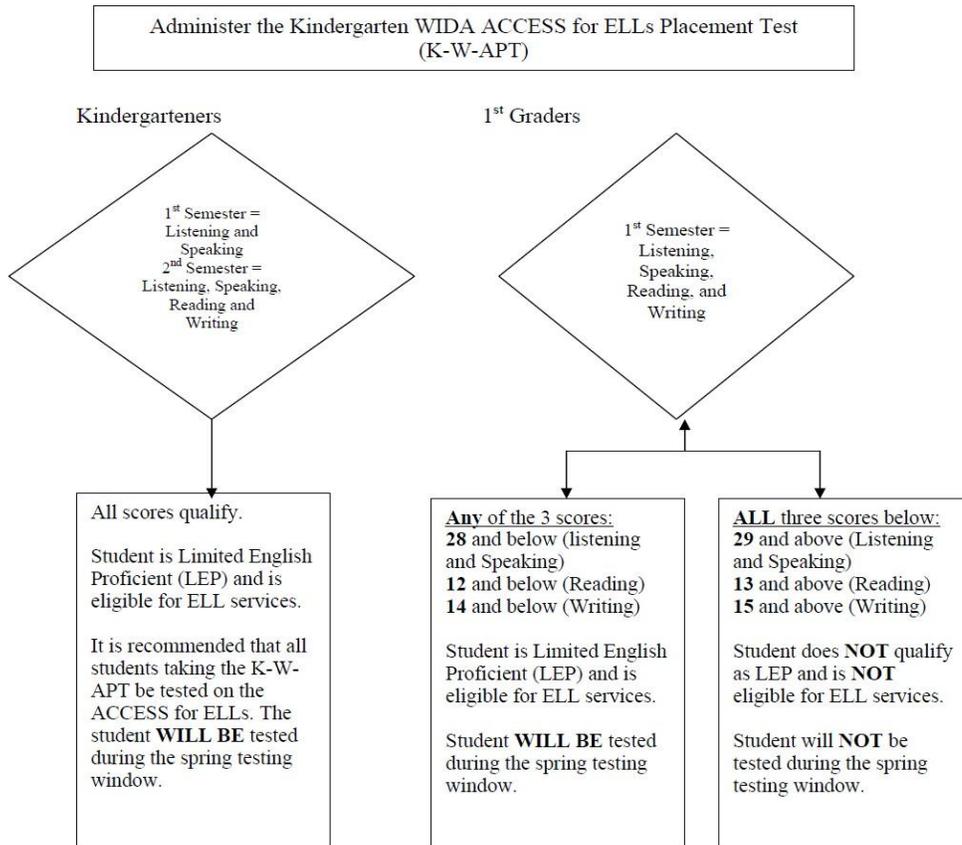
1. To identify students who may be candidates for English as a Second Language (ESL) and/or bilingual services;
2. To determine the academic English language proficiency level of students new to a school or to the United States school system in order to determine appropriate levels and amounts of instructional services; and
3. To accurately assign students identified as ELs to one of the three tiers for ACCESS for ELs, which is administered during the spring testing window.

# Guidelines for Testing K-1

## Placement Test for Kindergarten and Grade One (semester one only)

Procedures for testing NEW students for English Learner Services with the K-W- APT

1. Student checks YES and MORE OFTEN on the Home Language Survey (HLS).
- OR**
2. Student checks YES and LESS OFTEN on the HLS.
- OR**
3. Student was administered the Pre-K Screener the previous year.

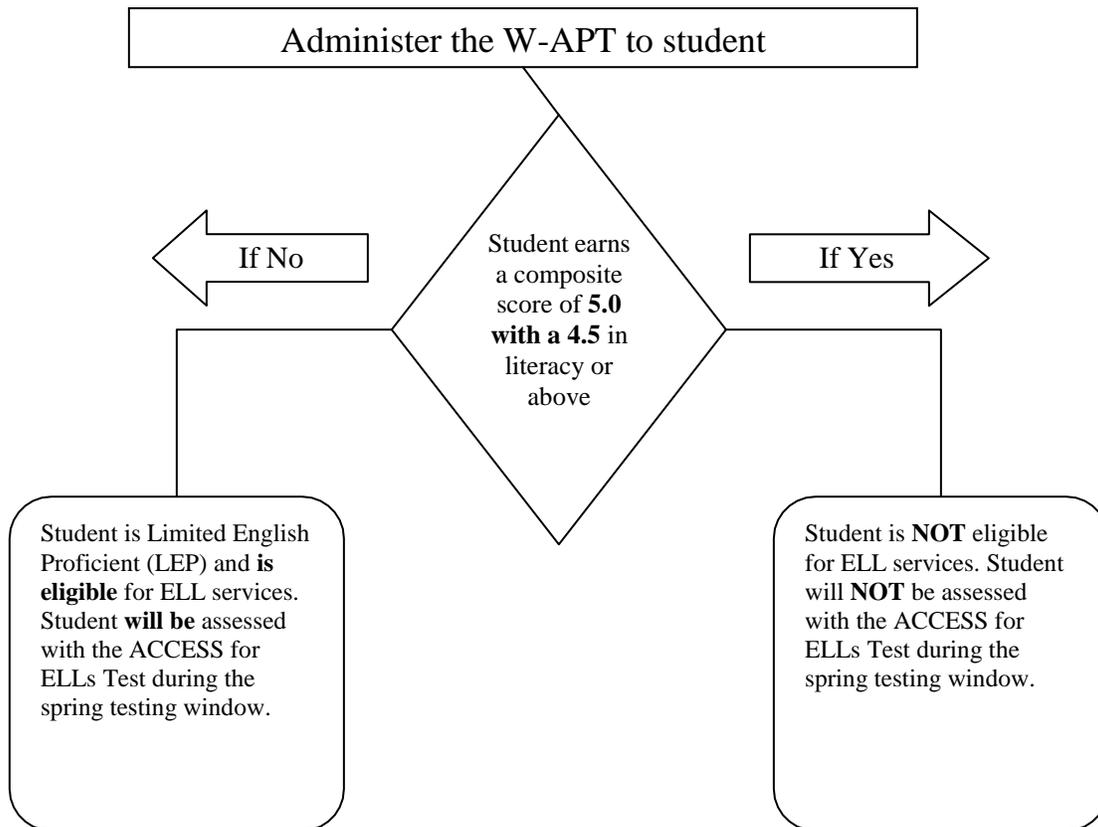


## Guidelines for Testing 1-12

### Placement Test for Grades 1-12

#### Procedures for testing NEW students for English Learner Services with W- APT

1. Student checks YES and MORE OFTEN on the HLS.
- OR**
2. Student checks YES and LESS OFTEN on the HLS and has:
  - a. a **composite reading** score on a norm-referenced test (NRT) below the 35<sup>th</sup> percentile,
  - OR**
  - b. a limited knowledge or an unsatisfactory on an Oklahoma Core Curriculum Test (**Reading Only**)



## **WIDA ACCESS Test for ELs**

The *ACCESS for ELs* test is given during the spring semester each year to determine if students are making adequate progress. The test window is determined by the Oklahoma State Department of Education on a yearly basis.

If a student has EVER been identified as an EL, he or she continues to be an EL until he/she tests “proficient” on the *ACCESS for ELs* test. Students cannot be exempted from testing based on length of time in the United States, student’s ability or lack of ability to speak a language other than English, amount English is spoken versus another language, or any other type of test score (OCCT, Gates). Special Education students are not exempt unless their IEPs state that they are to be assessed by portfolio.

Tests must be administered by certified teachers, who have also been specifically trained and certified to give the ACCESS test. Paraprofessionals may NOT administer any part of WIDA *ACCESS for ELs*.

The test measures a student’s English proficiency in five areas:

### *Social/Instructional*

This is the social language used in the classroom and on the playground. It is sometimes called “survival” English.

### *Language Arts*

This portion measures the student’s ability to use and understand academic language needed to learn and discuss language arts principles. This might include words like “character”, “play”, “genre”, or “metaphor”, depending on grade level.

### *Science*

This test measures the student’s ability to use and understand academic language needed to learn and discuss science principles. This might include words like “egg”, “measure”, “identify”, or “life cycle”, depending on grade level.

### *Social Studies*

This test measures the student’s ability to use and understand academic language needed to learn and discuss social studies principles. This might include words like “rebellion”, “migration”, “agree” or “disagree”, depending on grade level.

## *Math*

This test measures the student's ability to use and understand academic language needed to learn and discuss math principles. This might include words like "add", "group", "multiply", or "fraction", depending on grade level.

### **Procedures for ACCESS Testing:**

The District Test Coordinator (DTC) will order the ACCESS for ELs tests. Test administrators will sign for a specific number of tests and will be responsible for returning the same number of tests to the DTC. Tests are to be kept in a secure location. Do NOT throw away test form boxes or materials. Test Administrators upon receipt of the ACCESS test should verify that every eligible EL has the appropriate test form(s).

1. Students who have achieved a total composite score of 5.0 with a 4.5 on literacy or above on a previous *ACCESS for ELs* test should be on monitoring status and do NOT take the *ACCESS for ELs* test.
2. Students who have Individual Educational Plans (IEPs) [special education students] WILL BE tested unless the student's IEP specifically states that the student is to be assessed by portfolio. ACCESS test administrator should consult with the Special Education teacher to ensure that all accommodations allowed by the IEP are provided, except those that would invalidate the ACCESS test results.
3. Students with waiver forms must also take the ACCESS for ELs test until they test proficient.

If a student misses a test or portion of a test, attempt to test the student until the testing period ends.

If a student misses all sections of the test, return their test with the unused test forms.

If a student completes at least one domain (Listening, Speaking, Writing, or Reading), mark any tests missed on the back of the test, showing the reason (absence, 504 plan, etc.).

Students whose IEPs specify assessment by portfolio should also be marked as such on the back of the test.

### **ACCESS Administrators:**

WIDA requires that all new ACCESS test administrators pass a basic online test to be certified as an *ACCESS for ELs* administrator. For detailed instructions and information on administering the ACCESS test, please see the current Test Administration Manual

when available each spring. OSDE also offers trainings each year for new teachers and refresher training for previously WIDA certified teachers. All Test Administrators (especially those who will be administering the Speaking and Kindergarten Tests) should attend refresher training each year for the latest information on the test. See the Director of Title III for more information.

## **Planning ACCESS Testing:**

Each school will have different needs when planning ACCESS testing.

### *Kindergarten*

- None of the Kindergarten test may be given in groups. Every test is given individually;
- Students should not be allowed to hear other students taking the test;
- It can take up to 45 minutes to give the entire test and students who are more fluent will usually take longer to test than students who are less fluent;
- Test administrators should be very familiar with the testing rubric, keep a copy of the rubric with them while testing, and coordinate each task with the correct line on the rubric;
- Test administrators should study the Kindergarten Test Administrator’s Manual and writing samples in order to understand what types of responses “meet expectations”;
- Test administrators should focus on “communicative competence” rather than “correct” answers. Different task levels have different expectations of performance. Administrators must be familiar with possible optional answers that may be rated as meeting expectations.
- Some parts of the Kindergarten test include separate readings based on whether the task will be scored or not scored. For example, if the student “meets expectations” on Task 4, Task 5 will be scored and the administrator should read the section labeled “if scored”; if the student “approaches” or does not reply, the administrator should read the Task 5 section labeled “if not scored” and mark the Task “not administered”. This gives younger students closure on the story and helps reduce anxiety about possible negative consequences to characters in the story.

### *Grades 1-12*

#### **Speaking Test**

- The Speaking test may NOT be given in groups. Every test is given individually;
- Students should not be allowed to hear other students taking the test;
- It can take up to 30 minutes to give each test and students who are more fluent will usually take longer to test than students who are less fluent;
- Test administrators should be very familiar with the testing rubric, keep a copy of the rubric with them while testing, and coordinate each task with the correct line on the rubric;

- Test administrators should study the Test Administrator’s Manual and writing samples in order to understand what types of responses “meet expectations”;
- Test administrators should focus on “communicative competence” rather than “correct” answers. Different task levels have different expectations of performance.
- Administrators must be familiar with possible optional answers that may be rated as meeting expectations.

**Listening Test**

- This is a group test which requires about 25 minutes to administer. It may be combined with the Reading test, as long as students are given a break between tests.
- No more than 15 students may be grouped together for this test. Students must be monitored to ensure they are on the correct question.
- Only the general directions of the testing room may be translated into any other language than English;
- No part of the actual test set-up and test items may be translated or restated;
- Each test item may be spoken only once and may not be repeated. If the reading of the item is interrupted by announcements or other disruption, the item may be read ONCE more;
- Read the test as scripted. Do not explain or interpret information for the students. Part of the purpose of the test is to determine if they can understand the question set-up as well as the actual test items. For example, if the test says, “Mrs. Smith is explaining a homework assignment to her class. Listen carefully,” test administrators may NOT repeat that information if the students appear not to understand;
- If the test session is disrupted by a fire drill or other extended interruption, it is better to reschedule the test for later in the day or another day.

**Reading Test**

- This is a group test which requires about 35 minutes to administer. It may be combined with the Listening test, as long as students are given a break between tests;
- No more than 15 students may be grouped together for this test. Students must be monitored to ensure they attempt all questions;
- Read the test as scripted. Administrators are not allowed to read any part of the test designated to be read by the student.;
- No part of the actual reading test may be translated;
- Check tests before students leave the session to ensure they have attempted all questions.

**Writing Test**

- This is a group test which requires about 60 minutes to administer. It should not be combined with other ACCESS test domains in the same session;
- Students may be given extra time to complete this test;
- No more than 15 students may be grouped together for this test. Students must be monitored to ensure they attempt all questions;

- Students should be monitored closely to ensure they answer all questions;
- Most questions on the Writing test have a specific number of sentences required for an answer. Encourage students to be aware of the requirements and follow them;
- Check tests before students leave the session to ensure they have attempted all questions.

## **Missed Tests**

### **NO TESTS TAKEN**

If the student is unable to take any of the test domains, use the test booklet for another student or return it with the unused materials. The student cannot be considered “language proficient” without taking the ACCESS for ELs test and achieving an appropriate score.

### **ABSENCE**

If students miss any of the tests due to absence, attempt to test them at a later time. If the student cannot be tested, mark the test(s) missed on the back of the student’s test booklet beside the word ABS. The student cannot be considered “language proficient” without taking the ACCESS for ELs test and achieving an appropriate score.

### **INVALID**

If the student becomes sick during a test, or uses inappropriate testing practices (for example, looking on another student’s test booklet, scribbling randomly) mark the test(s) missed on the back of the student’s test booklet beside the word INV. The student cannot be considered “language proficient” without taking the ACCESS for ELs test and achieving an appropriate score.

### **REFUSED**

Students should be encouraged to take all domains of the test. However, the student or his/her parent/guardian may refuse the test. If this happens, mark the test(s) missed on the back of the student’s test booklet beside the word REF. The student cannot be considered “language proficient” without taking the ACCESS for ELs test and achieving an appropriate score.

### **SPECIAL EDUCATION/IEP**

Provide a list to the Special Education teacher of ELs you plan to test. Ask him/her to notify you of students who have IEPs, including testing accommodations required by the IEP. Mark those students on the back of the test booklet (“Yes” under “IEP Status”) and attempt to test all students, except those whose IEPs specifically state that they are to be assessed by “portfolio”. Mark any test(s) missed by students due to requirements of their IEPs beside the word SPE.

## Returning Completed Tests

During the period for returning completed tests, the tests should be packed according to the guidelines received with the tests. The ENTIRE school name should be written on the header sheets placed with the tests. The District Test Coordinator (DTC) will contact each Test Administrator to set an appointment for return of tests. **THIS IS A SECURE TEST. ALL TEST MATERIALS MUST BE RETURNED, INCLUDING SCRIPTS, CUE BOOKS, AND DAMAGED OR UNUSABLE FORMS.** Materials will be inventoried at the time of return; time should be allowed for this step. It is important to return test materials using the boxes in which they were received.

## ACCESS for ELs™ Test Results:

Detailed results, by student, are provided for parents and schools. General results, by groups, are given to district administrators. The administrator distributes the results to the parents and teachers. The results will provide information about the student's English knowledge expressed as the number of correct answers (raw score) in each content area, and a total composite score. For parents, the results will also be given in graphic form with a note (Appendix D) from the teacher offering assistance in data interpretation, so they may easily see where their child stands in each area. A copy of results should be placed in the student's EL folder.

## EXITING STUDENTS

Students are to be designated for "Exit" from the EL Program upon meeting the following criteria:

Scoring 5.0 composite with a 4.5 on literacy or higher on tier B or tier C on the  
ACCESS for ELs™  
and  
Completion of the monitoring process

## MONITORING OF PROFICIENT STUDENTS

### WHO IS MONITORED?

All ELs who have attained the score of "Proficient/Fluent" on the WIDA *ACCESS for ELs* proficiency test will be monitored for two years (four semesters). New students who receive a score of "Proficient/Fluent" on the W-APT do not qualify for placement in the EL program and will **not** be assessed in the spring with the *ACCESS for ELs*.

### **WHAT DOES IT MEAN TO BE MONITORED?**

Students who are monitored do not receive sheltered instruction, take English language proficiency tests, or attend EL classes. If they continue to make sufficient academic progress for four semesters, they will be considered “exited”.

### **WHO IS RESPONSIBLE FOR COMPLETING THE EL MONITORING DOCUMENTATION?**

The Director of Special Education is responsible for completing documentation of students in the monitoring phase of EL.

The Director of Special Education will track the progress of monitored students. If the student is not making sufficient progress, the Director will confer with the parents/guardians, the classroom teacher(s) and the building Principal. The group will evaluate the student’s current situation to determine if lack of success stems from language proficiency. If language proficiency is suspected, the team will request permission from the parents to re-evaluate the student, and a time will be scheduled for the student to be re-assessed with the W-APT. The parents will be notified of the test results.

If the resulting W-APT composite score is less than 5.0 and/or less than 4.5 on literacy, the student will have “re-entry” status, and the student’s parents will be notified that the student will return to “served” status.

If the parents do not agree, the student will continue to be monitored, and the parents notified each semester of the student’s status. Otherwise, the student will return to EL status.

### **HOW OFTEN SHOULD PROFICIENT STUDENTS BE MONITORED?**

The Director of Special Education should update the monitoring documentation twice a year, once at the end of the first semester and again at the end of the second semester. Though monitoring can be done more frequently to insure student success. (Appendix E)

### **NOTIFICATION TO PARENT/GUARDIAN**

The school will send a Notification of Monitoring Status to the parent(s)/guardian(s) as follows:

- when the EL enters Monitoring Status; (Appendix G)
- if the student is not progressing satisfactorily in the classroom and there is a recommendation that he/she be re-tested; (Appendix H)
- if the student’s results on the re-test indicate that he/she needs to resume EL services;
- at the end of the first year of the monitoring process; and (Appendix J)
- at the end of the second year of the monitoring process; (Appendix J)

## **HOW LONG DOES THE EL MONITORING PERIOD LAST?**

Formal monitoring lasts four semesters and begins at the end of the first semester after the proficient score is obtained. For example: if a student obtained monitoring status in the spring of 2008, the first semester of monitoring status will be Fall 2008, second semester would be Spring 2009, etc. At anytime if a student exited from the EL program is struggling academically and there is cause to believe that language proficiency is the issue, a referral can be made to the Director of Title III.

## **EVALUATING STUDENT PROGRESS DURING MONITORING**

The Director of Special Education will maintain accurate and current records on each student being monitored. Methods of monitoring include examining the students' report cards, the state mandated test results, and interviews with the students' teachers. The findings during the monitoring process can result in re-test/re-entry, continued monitoring status, referral for additional services, or end-of-monitoring.

### *Proficiencies in the Regular Classroom*

Language proficiency scores must be in agreement with the student's academic progress. Both the EL Teacher and the regular/English Teacher must agree on whether a student's academic progress is satisfactory or unsatisfactory. Indicators include grades, attendance, and attitude.

### *Satisfactory Performance on State Mandated Tests*

Results from Oklahoma State Testing Program, and the College Career Readiness Assessment will be reviewed, as well as grades recorded on the student's report card. These scores or grades will provide additional information about the student's academic performance.

### *Re-Test/Re-Entry*

If a student's academic performance in the classroom is unsatisfactory in all or most academic areas, it may be recommended that the student's English language proficiency level be re-assessed using the W-APT. If the W-APT's overall (composite) score is lower than 5.0 and/or literacy score is lower than 4.5, re-entry into the language program may be recommended and the school will notify the parent/guardian.

### *Continue Monitoring Status*

If a student's academic performance in the classroom is satisfactory in not all but most academic areas, it may be recommended that the student continue being monitored. If the student is to continue being monitored after the designated two year period, the parents will be notified and the school will continue monitoring until it is determined that the student is "exited" from the ALP.

### *Other Programs*

If unsatisfactory academic performance is determined to be unassociated with language proficiency, the student may be referred to another program or service.

### *End-of-Monitoring*

If a student makes satisfactory progress in the regular classroom without EL modifications during the two-year monitoring period, the monitoring period will end and the school will notify the parent(s)/guardian(s). The school will document this and will place copies of the completed monitoring forms and parent notification documentation into the student's EL folder.

## **TEACHER REFERRALS**

Teachers suspecting that a student is not making sufficient academic progress because of lack of language proficiency should complete the referral paperwork (Appendix L). The referral should be sent to the Director of Title III.

Upon receipt of the referral, the Director of Title III will confer with the parents/guardians, the classroom teacher(s), the building EL teacher and the building principal. If the group agrees that language proficiency is the issue, the student will be assessed using the W-APT.

Results below a 5.0 composite with a 4.5 on literacy will indicate a need to place the student back into the EL program. Parents/guardians must be notified in writing and agree with the placement. All forms and assessments should be placed in the student's EL folder.

## **WAIVERS**

If a parent does not wish his/her child to receive services as an EL, he/she may request a meeting to sign a waiver form (Appendix J). A copy of this form must be placed in the student's EL folder.

Before signing a waiver, in a meeting parents should receive the following information:

- The student's language proficiency scores (WIDA or W-APT);
- The student's standardized achievement test score(s), if available;
- The school's recommendation based on the best interest of the child;
- The student's current grades and test scores (if any);
- The regular/content classroom teacher(s) opinion(s) about the student's progress and language proficiency;
- The EL teacher's opinion regarding the student's English proficiency;
- A copy of parent rights with district procedures to cancel the waiver if they should change their minds. (Appendix K)

A student with a waiver form may no longer receive sheltered instruction or other EL services, but **THE STUDENT MUST STILL BE TESTED EACH YEAR TO DETERMINE PROGRESS IN ENGLISH PROFICIENCY UNTIL HE/SHE ATTAINS A MINIMUM SCORE OF 5.0 WITH A 4.5 ON LITERACY.**

The parent has the final say about whether to sign a waiver form.

The parent may cancel the waiver **IN WRITING** at any time, and their child will be tested for English proficiency and placed appropriately. (Appendix O)

## **PLACEMENT OF ELS**

Students should be placed at a **GRADE** level appropriate to their age, not English proficiency level. However, to best meet the educational needs of the EL students, placement in the different Alternative Language Programs provided by New Lima Schools will be determined by language proficiency placement tests such as the K-W-APT and the W-APT. EL services are instrumental in bringing the student to grade level and in meeting state student performance standards. Parents must be notified in writing of placement in a timely manner regulated by law (Appendix P).

Elementary students may be placed in ESL classes, tutorial classes, or self-contained resource classrooms. Secondary students may be placed in an ESL class or core class or a combination of both on an individual basis based upon proficiency levels.

### ***PLACEMENT GUIDELINES***

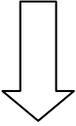
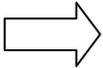
#### **PRE-K**

The EL students in our Pre-K classes are identified with the Pre-K Screening Tool provided by the OSDE, and the students are served full time with an EL Push-In model of instruction.

GRADE LEVEL K - 12

EL students in grades kindergarten through twelfth grade are identified with the K-W-APT or W-APT. Services provided are determined by placement scores.

**Guidelines for Grades K - 12 Program Placement**

Language Proficiency Scores 	Placement Options 	ESL I	ESL II	ESL III	ESL IV	ESL Resource	Sheltered Instruction in Mainstream
WIDA Composite Level 0 – 1.9		Yes	No	No	No	Yes	Yes
WIDA Composite Level 2.0 – 2.9		No	Yes	No	No	Yes	Yes
WIDA Composite Level 3.0-3.9		No	No	Yes	No	Yes	Yes
WIDA Composite Level 4.0-4.9		No	No	No	Yes	No	Yes
WIDA Composite Level 5.0 and 4.5 on Literacy or above –	Enters Monitored Status	No	No	No	No	No	No

## TYPES OF INSTRUCTIONAL PROGRAMS

Various EL programs are available, depending on the school, its staffing, and its EL population. New Lima School District offers enhanced instructional opportunities for EL children and youth by providing instruction which focuses on both the Oklahoma State Testing Program, and the College Career Readiness Assessment, and the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards. The following is a description of the EL program designs.

### EL PUSH-IN

EL Push-In is utilized by the lower elementary schools. Students can share the same native language or be from different language backgrounds. Students are served in the mainstream classroom and the delivery of instruction is in English. Teachers or assistants provide clarification and translation if needed.

### EL PULL-OUT

EL Pull-Out is used in the lower and upper elementary schools, the junior high school, and the high school. Students leave their English-only classrooms usually during Language Arts to spend part of their day receiving EL instruction. Students can share the same native language or be from different language backgrounds. Students may be grouped with all ages and grade levels. The delivery of instruction is in English adapted to the students' proficiency levels and supplemented by gestures and visual aids.

**ESL I** is designed for newcomers who have very little or no English proficiency.

**Focus:** Speaking, Listening, Basic Reading emphasizing the 5 elements of effective reading (phonemes, phonics, vocabulary, comprehension, and fluency) and Basic Writing

**Goals:** Student will develop fluency in Basic Interpersonal Communication Skills (BICS) in English and will be to develop Cognitive Academic Language Proficiency Skills (CALPS).

**ESL II** is designed for students with some social English and very little academic language.

**Focus:** Oklahoma State English Standards using Comprehensible Input, Reading and Writing, Speaking and Listening

**Goals:** Students will improve reading levels and concentrate on the development of CALPS. Students will work toward paragraph and essay writing. BICS will be enhanced.

**ESL III** is designed for language learners who use social English (sometimes fluently) but still struggle with academic language skills.

**Focus:** Reading and Writing with emphasis on content areas.

**Goals:** Students will improve reading levels and writing skills using academic mediums.

**ESL IV** is designed for transitioning LEP students who are on the edge of proficiency.

**Focus:** Writing process to emphasize summary, paraphrase, synthesis analysis, Content area vocabulary, and grade-level reading.

**Goals:** Students will gain command of written communication and academic writing.

**ESL Resource** is designed to offer assistance to LEP students who are struggling in content area classes due to a lack of language proficiency.

**Focus:** Explanation of and assistance with assignments from the content areas.

**Goals:** Students will accomplish success and mastery of content area classes during the development of language proficiency.

## **SHELTERED INSTRUCTION**

The sheltered instruction model is used to teach content knowledge and enhance language acquisition. Classroom teachers providing sheltered instruction provide content classes with grade-level objectives while modifying instructions, practice, and assessment to make them more comprehensible to ELs. Sheltered instruction incorporates both content and language objectives to ensure that ELs have the maximum possible opportunities to use language creatively and interact with other students in English.

Teachers providing sheltered instruction may be monolingual or bilingual, and may receive assistance from teaching assistants within the classroom. Teachers may also receive support from an EL teacher in the form of **co-teaching, coaching, modeling**, information on retentions and grade placement, and other matters that affect the success of ELs in their classrooms and ensure compliance with the law. Sheltered Instruction is nationally-recognized and scientifically-based.

# **PROFICIENCY LEVELS OF WIDA PLACEMENT AND ACCESS FOR ELS**

## **ENTERING: WIDA OVERALL (COMPOSITE) SCORE 1**

At the Entering level of English language proficiency, English learners will process, understand, produce, or use pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statement with visual and graphic support.

## **BEGINNING: WIDA OVERALL (COMPOSITE) SCORE 2**

At the Beginning level of English language proficiency, English learners will process, understand, produce, or use general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple- step commands, directions, questions, or a series of statements with visual and graphic support.

## **DEVELOPING: WIDA OVERALL (COMPOSITE) SCORE 3**

At the Developing level of English language proficiency, English learners will process, understand, produce, or use general and some specific language of the content areas; expanded sentences in oral interaction or written paragraphs; oral or written languages with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support.

## **EXPANDING: WIDA OVERALL (COMPOSITE) SCORE 4**

At the Expanding level of English language proficiency, English learners will process, understand, produce, or use specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support.

## **BRIDGING: WIDA OVERALL (COMPOSITE) SCORE 5**

At the Bridging level of English language proficiency, English learners will process, understand, produce, or use the technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers when presented with grade level material.

## **REACHING: WIDA OVERALL (COMPOSITE) SCORE 6**

At the Reaching level of English language proficiency, English learners will be proficient in English.

## **TEXTBOOKS AND OTHER LEARNING MATERIALS**

### ***Elementary Textbook List***

*Santillana Intensive English* – This is a flexible, easy-to-use program that provides ESL/ELD intervention designed to accelerate the development of social and academic language skills through content-based instruction.

*Exploring Writing* – This is a dynamic supplementary writing program that is designed to help students become proficient writers of both nonfiction and fiction.

*Imagine Learning English* – This computer software provides a research-based language acquisition curriculum specially designed to meet the needs of English learners. Through interactive activities, the program develops literacy, develops social and academic vocabulary, enhance speaking and listening.

*Reading Street* – This is a newly adopted series from Scott Foresman. It is designed to help students with their reading and writing skills.

*Access Newcomers* – Published by Great Source, the Newcomer’s program focuses on 2,160 high-frequency words, introduces key vocabulary and concepts from content areas, builds oral language through context sentences and patterns, and provides a rich assortment of lessons and activities.

*RIGOR* – This program is a reading intervention program designed for struggling readers and ELs. Using science and social studies content, *RIGOR* accelerates language, literacy, and content comprehension.

### ***Junior High/High School Textbook List***

*Santillana Intensive English* – This is a flexible, easy-to-use program that provides ESL/ELD intervention designed to accelerate the development of social and academic language skills through content-based instruction.

*Access Newcomers* – Published by Great Source, the Newcomer’s program focuses on 2,160 high-frequency words, introduces key vocabulary and concepts from content areas, builds oral language through context sentences and patterns, and provides a rich assortment of lessons and activities.

*Exploring Writing* – This is a dynamic supplementary writing program that is designed to help students become proficient writers of both nonfiction and fiction.

*Edge* – This textbook series is a core Reading/Language Arts program designed for students reading below grade level.

*RIGOR* – This program is a reading intervention program designed for struggling readers and ELs. Using science and social studies content, RIGOR accelerates language, literacy, and content comprehension.

### ***Other Learning Materials***

#### **DICTIONARIES**

- Picture Dictionaries (English and Spanish/ English)
- Bilingual Dictionaries
  - English/ Spanish
  - English/ Vietnamese
  - English/Karen
- Different leveled Dictionaries

#### **BOOKS**

- Leveled Readers
- Modified Stories and Novels
- Books on tape and CD
- Dual Language Readers

#### **POSTERS**

- Variety of topics

## **RETENTION GUIDELINES FOR LEP STUDENTS**

In accordance with federal law, it is a violation of the Regulation Implementing Title VI of the Civil Rights Act of 1964 to retain LEP students based upon level of English language proficiency. Prior to considering retention of an EL, the following points should be addressed in consultation with the ESL staff or designated district language minority contact person.

1. Has the student been enrolled in the school district for more than one full academic year? If not, the child may have spent more than ½ the year in a “silent period.” Two – four months may be inadequate for educational goals.
2. Are classroom modifications being made in the area of:
  - a. The classroom;
  - b. Assignments;
  - c. Homework; and
  - d. Assessments.
3. Are all modifications documented? Has there been a discussion with the ESL/Title III director?
4. Has the student been considered as an individual and had differentiated instruction? Have modifications and differentiation been documented?
5. Is a beginning to intermediate student receiving an hour of ESL daily? Is a more advanced student receiving enough ESL for instruction to be meaningful?
6. Does the teacher modify grading through a rubric or contract?

If the above points have not occurred in a sufficient manner, retention is not appropriate.

Retention policies of LEP students should not be based on one specific piece of data alone or any sole criterion. In most cases, retention does not help the child with academic achievement. Every effort should be made to move the child to the next level of academic work and allow the child to remain in the grade that is age appropriate.

Retention of LEP students does not facilitate English language acquisition. The process of language acquisition should occur at all grade levels. The Director of Special Education is available for technical assistance at [byoung@newlima.k12.ok.us](mailto:byoung@newlima.k12.ok.us) (405)257-5771.

## **IDENTIFYING STUDENTS WHO MAY NEED SPECIAL EDUCATION**

Even with extra help, an EL student may still have difficulty and be eligible for an IEP under IDEA or a 504 plan under Section 504 of the Rehabilitation Act of 1973. Learning problems may be unassociated with language proficiency. The following procedures should be completed if a learning disability or a substantially limiting impairment is suspected.

- Examine WIDA *ACCESS for ELs*<sup>TM</sup> or W-APT scores to determine the student's English proficiency level.
- Consult with your EL teacher/EL site coordinator to ensure and document that the student is receiving appropriate sheltered instruction.
- Examine all standardized tests to see if any problem areas stand out.
- If you have a staff member who speaks the child's native language, ask him/her how the child functions in that language. Depending on the age of the child, you may wish to use some or all of the questions on the Pre-K Screening Tool, translated into the child's home language. A Spanish version is available; contact your EL facilitator for more information.
- Consult the school nurse to see if poor eyesight or hearing could be a concern.
- Ask the parents if the child has a prior history of speech or learning difficulties or substantial impairment in his/her native language.
- Consult the district English Learner (EL) Companion to the Section 504/Special Education Referral Process available in the Title III office.
- Consult the school's Special Education instructor to determine the next step.

New Lima School District has specific policies regarding 504 plans and the Special Education testing and placement of students. The Director of Special Education or The Section 504 Coordinator will ensure that the testing/placement process is completed in a language that would best indicate special needs so that language proficiency is not a factor.

## **EL FOLDER**

### **Who Needs One?**

Every student who qualifies as an EL needs an EL folder, including students who have waivers and who have tested out. When a student moves away from the district, the EL folder should move to the district's Title III office and should be stored with other inactive EL folders, not with the cumulative folder.

## **Who Manages It?**

The EL teacher is responsible for maintaining the active EL folders in a secure, locked cabinet. The site registrar will notify the EL teacher and the district Title III office when a new student's HLS indicates a need for language proficiency assessment with the W-APT. The EL teacher will create an EL folder. He/She is responsible for returning the EL folders to the Title III office each May.

Inactive folders are managed by the Director of Title III.

## **Contents**

All *Student Data* on the outside of the folder should be accurately completed in PENCIL.

The *Folder Tab* should list the student's last name and then first name. The student's projected graduation year should be on the right side of the folder tab.

Do NOT write extra information on the outside of the folder for any reason.

The EL folder should contain the following records:

Left-hand side--

- A copy (not the original) of the Home Language Survey(s);
- Parent Notification Letters (copies, for students assessed after October 1);
- Monitoring form and documentation (if any);
- Waiver form (if any);

Right-hand side --

- Pre-K Language Screening Tool (original, if any);
- K-W-APT (original, if any);
- W-APT (original, if any);
- WIDA ACCESS for ELs™ Teacher Report (original);

Portfolio work should NOT be placed in the student's EL folder.

## **When a Student Moves**

When an EL student moves away from the New Lima School District, the EL folder will become inactive. All materials will remain intact. The file will be moved back to active status if the student should return to the district; otherwise, the file will be stored until District policy allows for disposal.

### **When a New Student Does Not Qualify**

When a student tested with the K-W-APT or the W-APT achieves a proficient composite score with a proficient literacy score, the student does not qualify as EL. The folder should indicate this result on the outside of the folder. The student data will still be collected and placed in the folder. Immediately the folder will be placed with other INACTIVE folders.

### **Storage**

*EL folder materials should not be kept in a student's cumulative folder.*

In accordance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), all materials related to a child's EL status must be kept confidential, including language proficiency tests, Home Language Surveys, and all contents of their EL folder. These materials should be kept in a locked cabinet or other secure, locked location and should be seen only by personnel with a valid need for the information. The Principal and EL site coordinator/teacher should have ready access to the EL folders at all times.

### **Disposal**

When a student has left the district, the folder will be returned to the Title III office. If the folder is not needed again, it will be destroyed when the corresponding cumulative folder is destroyed according to District policy.

## **PARENT NOTIFICATION AND OUTREACH**

### **Statutory Requirements for Parents of English Learners**

Under Title I and Title III Parental Notification requirements, a school, no later than thirty (30) days after the beginning of the school year, must inform the parent or parents of an EL student that their child has been identified for participation in a language instruction educational program. If a child has not been identified as EL prior to the beginning of the school year, then the parents must be notified within two weeks of the child's placement in a language instruction educational program. [Statutory Authority: Title I, Part A, Sec. 1112 (g)(1)(A), Title III, Part C, Sec. 3302, and Title IX, Part A, Sec. 9101]. (Appendix P)

The notification must include the following information:

- Why the child was identified as LEP and why the child needs to be placed in a language instructional education program that will assist the child to develop and attain English proficiency and meet state standards.
- The child's level of English proficiency, how such level was assessed, and the child's academic level.
- The method of instruction that will be used to serve the child, including a description of other methods of instruction available and how those methods differ in content, instructional goals and the use of English and a native language, if applicable.
- How the program will meet the specific needs of the child in attaining English proficiency and meeting state standards.
- The program's exit requirements, the expected rate of transition into a classroom not tailored for EL students, and in the case of high school students, the expected rate of graduation.
- How the instructional program will meet the objectives of an individualized education plan (IEP) for an EL child with a disability.
- Written guidance on the rights of parents to have their child immediately removed from a program upon their request, the options that the parents have to refuse to enroll their child in a particular program or to choose another program or method of instruction, if available, and how parents will be provided assistance in selecting the best program to serve their child.

A school receiving federal funds, including Title I and Title III, must implement an effective means of outreach to parents of EL children. Outreach to parents must include information on how parents can become involved in the education of their children and how they can actively participate in helping their children learn English, achieve high levels in the core academic courses and meet state standards. Also, outreach must include regular meetings for parents and notices of such meetings so that parents have the opportunity to provide suggestions and recommendations.

All information must be provided to the parents of an EL child in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand. A child cannot be admitted or excluded from participating in a federally assisted education program on the basis of a surname or language minority status.

The New Lima School District encourages parent involvement by offering:

Meet and Greet the Teacher – a day set aside for elementary children and their parents to come to school, meet the teacher, and become acclimated to the school environment

Back to School nights – evening events for the parents and students of middle school and high school to become acclimated to the school environment

Open House – evenings when parents are invited to the school to view their child’s work

Parent Information nights – Meetings held to discuss plans and program possibilities for school enhancements

Parent/Teacher Conferences twice a year – Parents are invited to the school to meet directly with teachers to discuss academic progress of students

Translation Support – The school district uses interpreters to help parents who speak a language other than English to communicate confidently. Availability is limited.

## **STAFFING AND PROFESSIONAL DEVELOPMENT**

### ***EL Teachers***

An EL teacher is responsible for the instruction, assessment, and monitoring of assigned English Learners (ELs), communication with parents, and coordination of related services with other school staff. While EL teachers may assist and advise regular classroom teachers regarding grades and report cards for ELs, the classroom teacher, not the EL teacher, is responsible for modifying instruction, assignments, and assessments to reflect student mastery of content area material and determining grades in those classes.

**Qualifications (minimum requirements):**

1. Holds a current Oklahoma teacher credential.
2. Understands and practices the components of Sheltered Instruction.
3. Has experience with teaching ELs or ability to teach students from diverse linguistic, cultural, and academic backgrounds.
4. Has experience with integrating language arts and content instruction.
5. Is able to establish rapport with teachers, administrators, paraprofessionals, parents, and students.
6. Is flexible and cooperative.
7. Is able to show genuine concern for students and be a positive role model.

**Major Duties and Responsibilities:**

- 1. Plans and delivers English Language instruction to ELs that meets the curriculum goals and objectives of the District, the EL Department, and the School.**
  - a. Plans and implements programs of instruction that include:
    - i. English Language Instruction for ELs who are deficient in English oral and written communication skills,
    - ii. Content area instruction as needed,
    - iii. Cultural enrichment.
  - b. Makes good use of all the available instructional resources and materials.
  - c. Develops and writes detailed and clear weekly / daily lesson plans and keeps them on file for instructional and future evaluation purposes.
  - d. Understands the diverse learning modalities and styles of ELs, plans and delivers instruction accordingly.
  - e. Plans and works cooperatively with EL department paraprofessionals.
  - f. Maximizes students' learning by engaging students in activities that enhance both their declarative and procedural knowledge and especially their critical thinking skills.
  - g. Works with and coordinates paraprofessionals to render necessary services to the students in an effective and efficient manner.
  - h. Has the ability to work closely with other teachers in the same department as well as with the entire staff of the school.
  - i. In addition to the above major duties and responsibilities, EL teachers are required to follow District guidelines and procedures for certified teachers.
- 2. Effectively and accurately assesses ELs' English language proficiency**
  - a. Continuously assesses students' academic and language progress using formal and informal assessments.
  - b. Assesses ELs as required by the District and State with assessments such as the WIDA test.

- c. Uses information gathered from the assessments to help adjust instruction in order to best meet the needs of the students.
- 3. Communicates and works effectively with parents of ELs.**
  - a. Maintains effective communication with parents through phone calls and written communication (in students' native language when necessary), and schedules meetings outside instruction (class) time to discuss students' progress, problems, or any other issues deemed appropriate and reasonable.
  - b. Actively engages parents in their children's school work.
- 4. Assists other teachers, counselors, and principals with issues related to ELs.**
  - a. Renders assistance or services to other teachers, counselors, and principals in dealing with issues arising from language and cultural differences.
  - b. Helps them identify resources addressing language minority students.
- 5. Maintains and improves professional competence.**
  - a. Attends required in-service trainings.
  - b. Takes required college courses when available.
  - c. Attends professional conferences
  - d. Periodically exchanges ideas with other teachers of ELs.
- 6. Attends staff meetings and serves on staff committees as required.**
- 7. Performs other instructional duties as assigned.**

### ***Classroom/Content Area Teachers***

Classroom and content area teachers are the most crucial factor in our EL students' success. It is their daily commitment to rigorous standards and high expectations that students will remember as they continue their schooling. In addition to being highly qualified in their respective subject areas, all New Lima Public Schools teachers who have even one EL in their classes must be able to demonstrate knowledge of the special needs of ELs and techniques to maximize their learning. Additionally, classroom and content area teachers have the responsibility to ensure LEP parents are receiving reasonably comparable communications regarding school matters as that of non LEP parents.

### ***EL Teacher Assistants***

#### **Competencies and Skills**

- Be able to communicate effectively in English and another language (speaking, reading and writing).
- Be able and willing to work cooperatively with the assigned certified teacher(s) as

- part of the instructional team.
- Be able and willing to participate in meetings, trainings and other professional development opportunities to meet the needs of ELs.
  - Be able to follow oral and written directions
  - Be able to show genuine concern for all students and be a positive role model.
  - Be flexible and cooperative.

**Reports To:** Principal and the assigned certified teacher (s)

**Duties and Responsibilities:**

- Assist one or more certified teachers by working with individuals, pairs or groups of ELs in the classroom or the assigned learning environment.
- Assist the teacher by communicating with students in English or the appropriate native language as required by the learning situation.
- Provide support for the teacher by helping set up work areas, displays, and exhibits, operating audiovisual and other educational equipment, and performing routine clerical duties related to classroom activities.
- Confer with teachers concerning programs and materials to meet the needs of ELs.
- Learn to apply and explain policies and procedures related to school and program activities.
- If required, perform lunchroom, playground and bus duties under the supervision of certified staff.
- Communicate and maintain professional relationships with students, parents, staff, and the public including members of ethnic communities.
- Assist in promoting home-school links by providing translation services for non-English speaking parents, such as making phone calls, translating notes and letter between home and school, and interpreting at parent conference.
- Follow ELs into the mainstream classroom for language support and comprehension of lessons work under the leadership of a certified teacher.

### **EL Paraprofessionals Must NOT:**

- Make curriculum decisions.
- Teach students independently without the direct supervision of a certified teacher.
- Administer tests to LEP students

### **PROCESS FOR INTERPRETER/TRANSLATOR DISTRICT CERTIFICATION**

Interpreters and translators for New Lima School District must be approved through the Superintendent's Office:

- Confirm bilingual competence with the district language fluency assessment
- Complete district training in academic standards, procedures, and terminology
- Complete district training in the Family Educational Rights and Privacy Act (FERPA)
- Sign the district confidentiality agreement

### ***Staff Development***

A strong professional development component and appropriate instructional materials provide solid support for high standards for all students. Professional development takes several forms: pre-service education for teacher candidates, in-service education for new and veteran teachers, ongoing staff development support that features first language development and second language acquisition, awareness of issues related to the education and success of English learners (ELs), and instructional and support strategies for modifying instruction in the content areas.

High standards for the education of limited-English proficient students cannot exist without high standards for professional development. To accomplish this, English language instruction educational program goals and activities must be included the school's professional development plan. Professional development should be based on the principles of effective staff development. As always, professional development should be sustained, ongoing, and specific, rather than one-shot, episodic in-service sessions. Section 3115(c)(2) of Title III, Part A, states that each local educational agency (LEA) shall provide high-quality professional development to classroom teachers, including teachers in "regular" classrooms, principals, administrators, and other school or community-based organizational personnel.

Professional development activities should be:

- Designed to improve the instruction and assessment of limited-English proficient students.
- Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for English learners.
- Based on scientifically based research demonstrating the effectiveness of the

- professional development in increasing students' English proficiency or substantially increasing the content knowledge, teaching knowledge, and teaching skills.
- - Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.

The following topics will be considered by the New Lima School District when planning professional development:

1. Identification of limited-English proficient and language-minority students
2. Cross-cultural issues in the identification and placement of limited-English proficient students
3. Issues in conducting a thorough language assessment
4. Administering and scoring language-proficiency tests
5. Encouraging parent and family involvement in school
6. Curriculum-based assessment and non-discriminatory assessment
7. Procedures for communicating with parents of limited-English proficient and language minority students
8. Student observation techniques
9. Effective instructional practices for limited-English proficient students
10. Sheltered English instructional approaches
11. The identification and assessment of limited-English proficient students with learning difficulties
12. Communication and coordination between EL and content-area teachers
13. Ensuring educational equity for all students

## **PROGRAM EVALUATION**

School district personnel, as designated by the superintendent, will monitor the English Learner (EL) program annually for compliance with district, state and federal guidelines and to insure that the district's program is meeting its instructional goals.

Evaluation is an ongoing process. The school system will utilize both formal and informal evaluations of the effectiveness of its EL program. Results from evaluations will be kept on file for longitudinal analysis.

- General Information
  - Number of limited English proficient students at each school
  - Number of students by gender and ethnicity who participate in the EL program
  - EL student enrollment by language and grade level

- Student Performance
  - EL students who may be at risk or struggling will be monitored weekly, at the middle of each grading period and at the end of each grading period
  - 1<sup>st</sup> and 2<sup>nd</sup> year proficient students will be monitored weekly and at the end of each semester
- Identification and Assessment
  - The individual, by position, who is responsible for ensuring that the Home Language Survey has been completed for each student registering for enrollment for the first time. A description of how this information is maintained, by whom, and where.
  - The number of Home Language Surveys currently on file
  - The number of students identified as having a primary home language other than English who are not receiving services
  - The number of students of parents/legal guardians who waived English language instruction program services during the year
  - The number of newly identified students assessed for English proficiency during the year
  - The number of new students enrolled in the LEA's English language instruction program during the year
- Program Exit Information
  - Criteria used by the LEA to determine when a student is ready to exit the English language instruction program
  - Transitional services provided by the LEA to students who have exited the EL program
  - The number of students who exited the EL program
  - The number of students who received passing grades without transitional services or classroom modifications, by school and for the LEA
  - The number of years LEA monitors the progress of students exited from EL program (Documentation of monitoring should be on file)
  - Number of ELs who are in their first year of school in the United States
  - Number of ELs who are in their second year or higher of school in the United States.
  - Number of students who are in the first year of monitoring as proficient
  - Number of student who are in the second year of monitoring as proficient
  - Number of students considered exited (Successfully completed 2 years of monitoring)
- Participation in Other Programs
  - The number of EL and general education students referred for special education evaluation by school and for LEA
  - The number of EL and general education students who qualified for placement in special education programs and/or services by school and by LEA
  - The total number of EL and general education students currently enrolled in the LEA's special education program
  - The number of EL and general education students referred for admission in to the LEA's gifted and talented program

- The total number of EL and general education students currently enrolled in the LEA's gifted and talented program
- The total number of EL and general education students currently enrolled in the LEA's career-technical education program
- The number of EL and general education students participating in extracurricular activities and clubs
- The number of EL and general education students who received an honor or award during the school year
- The number of EL and general education students being served by Title I
- State Assessment Reporting
  - The percentage of Title III served LEP students scoring proficient or above on the mathematics portion of the State Mandated Tests
  - The percentage of Title III served LEP students scoring proficient or above on the reading/English portion of the State Mandated Tests
  - The percentage of Title III served former LEP (1<sup>st</sup> and 2<sup>nd</sup> year proficient) students scoring proficient or above on the mathematics portion of the State Mandated Tests
  - The percentage of Title III served former LEP (1<sup>st</sup> and 2<sup>nd</sup> year proficient) students scoring proficient or above on the reading/English portion of State Mandated Tests
- Number of Immigrant Children and Youth
- Number of LEP students in their first academic year in the United States with limited or no formal schooling
- English Language Proficiency
  - The number of ELs making progress in learning English according to the ACCESS for ELs scores.
  - The number of ELs attaining English Language Proficiency by the end of the school year.
  - The number of EL exited from monitoring at the end of the school year.
- Staffing
  - The number of ESL certified teachers in the school and LEA
  - The number of teachers highly qualified to teach ESL but not ESL certified
  - The number of certified teachers teaching ESL (certified in another field other than ESL)
  - The number of paraprofessionals working in the EL program
  - The number of highly qualified EL paraprofessionals
- Training
  - A list and brief description of English language instruction program training provided for all personnel at each school and in the LEA; including the date, the intended audience, and the number of participants
- Communication
  - The number and name of different languages for which the LEA has written school related documents

- A list of interpreters who are readily available to assist in parent/guardian communication and a description of how the list is maintained, by whom, and where
- A description of community conducted resources that are available to provide services
- A description of efforts and activities to involve parents/guardians in the educational process
- General Comparison Information
  - The LEA's number of EL and general education dropouts
  - The total number of truancy petitions for
  - EL and general education students the LEA has issued during the year
  - The number of EL and general education seniors that graduated
  - The number of ELs and general education students who participated in: BEAR testing (K-2), The Oklahoma Writing Test (5, 7, and 10)
  - The number of EL and general education students who passed the EOIs
  - The number of EL and general education students receiving supplemental services
  - The number of EL and general education students prohibited or excluded from extracurricular activities based on grades
  - The number of high school ELs using elective credit for EL services
  - The number of EL and general education students enrolled by grade level
  - The number of EL and general education students retained by grade level
- Meeting Annual Measurable Achievement Objectives (AMAOs)
  - Percent of ELs making adequate progress in language acquisition
  - Percent of ELs attaining English language proficiency
  - Meeting AYP requirements for the EL subgroup at the LEA level on state mandated achievement tests
- Each School will be held accountable for the following:
  - Annual increases in the number or percentage of students making progress in learning English
  - Annual increase in the number or percentage of students attaining English proficiency by the end of the school year
  - Adequate yearly progress, as defined by the state, for LEP students
  - The percentage of LEP students who participate in the state's student assessment system. Must have 95% participation of the LEP subgroup on state assessments

All of this information will be compiled into system reports. Areas of improvement will be identified. Strategies to correct identified deficiencies will be developed for the upcoming school year.

- Annually the Superintendent will identify AMAO achievements and deficits and inform stakeholders of district status

- Annually the Director of Title III will complete a district self-study guide to insure compliance with district, state and federal regulations (Appendix R)
- Annually the Director of Title III will monitor ACCESS for ELs results to verify EL student accomplishment in language acquisition
- Annually the Director of Curriculum and Testing will verify accomplishment of academic standards in EL subgroup achievement on state mandated CRT tests
- The Director of Title III and the Director of Curriculum and Testing will use *ALCA* data of State Mandated test results comparing EL group performance from year-to-year and EL student performance from year-to-year
- Every two years, New Lima School District will survey all administrators, teachers, parents and students (when appropriate) to ascertain opinion of program implementation beginning in the fall of 2008 (Appendix S,T,U)
- Annually the Superintendent, the Assistant Superintendent, the Director of Curriculum and Testing, the Director of Title III and District Principals will meet to review the findings of test achievement study

As determined by the self-monitoring process, New Lima School District will not continue indefinitely with programs and services that, despite soundness of design and implementation, do not satisfy its goals and objectives for EL students. Some factors used by the Administrative Team in its annual review of the self-monitoring process to determine the effectiveness of the District's programs and services include:

- Whether current EL students are satisfying established goals and objectives for participation and achievement;
- Whether current EL students are gaining in English language proficiency in speaking, reading, writing, and comprehension;
- A comparison of EL and former EL student's academic progress and dropout, graduation, and grade retention rates with non-EL peers;
- Whether EL students are statistically over-represented in special education referrals and placements and/or under-represented in the elementary grade level gifted and talented education program referrals and placements.

## **APPENDIX OF FORMS AND LETTERS**

Please, copy the letters on district letterhead before sending.

**All forms are available for review, but are not being enclosed for this desk audit.**