

Title III: Language Instruction for Limited English Proficient (LEP) Student Handbook

August, 2008

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Limited English Proficient (LEP) Handbook Introduction

This handbook was developed to assist Brunswick City Schools to meet the needs of the Limited English Proficient (LEP) student. The handbook serves as an informational resource that includes the procedures to be followed in the carrying out of the LEP process. It includes Definition and Criteria for determining if a student is Limited English Proficient, Procedure for determining LEP status, School Record of LEP services, Parental consents and notification forms, Teacher input form, Accommodation Checklist and LEP Plan, and Notice of LEP results. The handbook also includes Practical Modifications for Meeting the Needs of the LEP Student.

Limited English Proficient (LEP) is defined as a student who:

(a) meets one or more of the following conditions:

the student was born outside of the United States or whose native language is not English;

OR

The student comes from an environment where a language other than English is dominant;

OR

The student is American Latin or American Native and comes from an environment where a language other than English has had a significant impact on his/her level of English proficiency;

AND

(b) has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him/her the opportunity to learn successfully in English-only classroom.

Criteria and Procedures for Limited English Proficient (LEP) Students

Below are the conditions and procedures for classifying a Limited English Proficient (LEP) student. Students must be assessed with the OTELA each Spring.

The state department requires Limited English Proficient (LEP) students to be coded in EMIS. Listed below are the status codes and meaning and the proficiency codes and meaning:

Code 235012 - ESL Served only supplemental instruction

Code 235013 - ESL Bilingual, Supplemental instruction

Code 235014 - ESL Parent Refusal, No supplemental program parent refusal

Code: 235015 -No supplemental instruction provided by district

Procedures for Identification:

First- Home Language Survey

Used to identify all students whose primary or home language is other than English (PHLOTE).

If the answer to any of the first four questions on the Home Language Survey is a language other than English, student's native language is reported in EMIS Student Data Element (G-I270), and we proceed to assess the student's English language proficiency.

Second- Initial English Language Assessment

Brunswick assess all PHLOTE students to determine if they are limited English proficient and need special language assistance to effectively participate in the district's instructional program.

Initial English language assessment:

- To determine if a student is limited English proficient (LEP), that is, the student's level of English proficiency is not adequate enough to participate effectively in mainstream classroom settings in which English is the only language of instruction
- To determine the appropriate support to be provided for those students identified as LEP
- To help inform instructional decisions relating to the education of LEP students
- To determine if a student who has been enrolled in United States schools for less than three full school years and may be eligible for additional accommodations when taking certain Ohio statewide assessments.
- To evaluate the progress of LEP students in developing English language proficiency
- To help evaluate the effectiveness of the district's LEP program

Third-Parent Notification of Program and Services

After a school district has identified LEP students who need assistance, it must determine what kind of special language service program is to be provided and it must implement the program. Ohio does not prescribe a specific type of intervention program. Thus, school districts have the flexibility to decide on the educational approach that best meets the needs of their LEP/ELL students.

English Proficiency Levels of LEP Students

Students learning a new language proceed through different stages or levels of proficiency. Ohio has established five proficiency levels to categorize LEP students at different stages of their English language development:

- Pre-functional
- Beginning
- Intermediate
- Advanced
- Proficient/Trial-Mainstream.

The following are summary descriptions of each of the proficiency levels:

Pre-functional

Students at this level may understand some isolated words (particularly school and social environment vocabulary), some high frequency social conventions, and simple (single word or short phrase) directions, commands, and questions. They rely on non-verbal cues such as gestures and facial expressions and require frequent repetition and rephrasing to understand spoken language. In conversations, they may be able to provide some basic information in response to requests and questions. They can ask one- or two-word questions without regard to structure and intonation.

Regarding reading and pre-reading skills, students at this level may demonstrate an understanding of concepts of print (e.g., front-to-back, top to-bottom, left-to-right) and begin to track print. They may be able to distinguish letters from other symbolic representations. They can imitate the act of reading (e.g., holding a book and turning pages); however, they get meaning mainly through pictures. Students at this level participate in writing activities by drawing pictures. They may be able to copy letters or form them from memory and may be able to copy some words. They can imitate the act of writing (e.g., scribbling); however, their text does not transmit a message. They may attempt to apply some writing conventions but do so inappropriately or do so correctly only when copying.

Beginning

As LEP students' oral comprehension increases, they begin to imitate the verbalizations of others by using single words or simple phrases and begin to use English spontaneously. They gradually construct more meaning from the words themselves, but the construction is often incomplete. They are able to generate simple texts that reflect their knowledge level of syntax. These texts may include a significant amount of non-conventional features, such as invented spelling, some

grammatical inaccuracies, pictorial representations, surface features and rhetorical patterns of the native language (i.e., ways of structuring text from native cultural and language).

Intermediate

At this level, students understand more complex speech, but still may require some repetition. They acquire a vocabulary of stock words and phrases covering many daily situations. They use English spontaneously, but may have difficulty expressing all their thoughts due to a restricted vocabulary and a limited command of language structure. Students at this level speak in simple sentences, which are comprehensible and appropriate, but which are frequently marked by grammatical errors. They may have some trouble comprehending and producing complex structures and academic language.

Proficiency in reading may vary considerably depending upon the learner's familiarity and prior experience with themes, concepts, genre, characters, and so on. They are most successful constructing meaning from texts for which they have background knowledge upon which to build. They are able to generate more complex texts, a wider variety of texts, and more coherent texts than beginners. Texts still have considerable numbers of non-conventional features.

Advanced

At this level, students' language skills are adequate for most day-to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty understanding and using some idioms, figures of speech, and words with multiple meanings. They communicate in English in new or unfamiliar settings, but have occasional difficulty with complex structures and abstract academic concepts.

Students at this level may read with considerable fluency and are able to locate and identify the specific facts with the text. However, they may not understand texts in which the concepts are presented in a decontextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read independently, but may have occasional comprehension problems. They produce texts independently for personal and academic purposes. Structures, vocabulary and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains.

Source of the above proficiency level descriptions of Beginning - Advanceds: Teachers of English to Speakers of Other Languages (TESOL), Inc., 1997, pp. 20-21

Proficient/Trial-mainstream

At this final stage, students usually can participate in academic topical conversations without difficulty. In most cases, they can follow complex and multi-level directions without assistance

and they can understand oral information provided via electronic audio and video media. Students at this level usually speak English fluently in social and grade-level academic settings and they control age-appropriate syntax and vocabulary in their speech.

Generally, students read and understand factual information in non-technical prose as well as discussions on concrete topics related to special events. They comprehend standard newspaper items addressed to the general reader, correspondence reports and technical materials. At this level, they can write short papers and clearly express statements of position, points of view and arguments. In their writing, they usually show control of varied sentence structures, spelling, and vocabulary, expressing well-developed thoughts.

During this transition stage, the students' progress is carefully monitored and additional support is provided on an "as-needed" basis.

Criteria for Exiting LEP Program

In order to be exited from LEP programs in Ohio, students need to demonstrate the ability to understand, speak, read, and write the English language at a level in which they are able to a) achieve successfully in classrooms where the language of instruction is in English, b) meaningfully participate in academic assessments in English, and c) participate fully in society in the United States. The following criteria will be used to indicate that a student has attained the required level of English proficiency to be exited from a district's LEP program:

1. The student has attained a composite score at the proficient level on Ohio's approved English language proficiency test (Ohio Test of English Language Acquisition – OTELA);
2. The student has subsequently successfully completed at least a one-year trial mainstream period in classrooms where English is the language of instruction; and
3. The student during the trial mainstream period has either attained a composite score of 'five' on the OTELA or attained a minimum composite score of 'four' on the annual administration of Ohio's approved English language proficiency test and earned a score at or above the proficient level in the most recent administration of Ohio's state assessments in reading and writing.

ASSESSMENT OF LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

All students are required to take the statewide achievement tests, including limited English proficient (LEP) students – those students whose primary language is not English. LEP students are required to be taught the same academic content in the core subject areas [language arts (reading and/or writing) math, science and social studies] as their classmates, at the same time they are learning English. This is to ensure that LEP students do not fall behind in any content areas as they are learning English.

1. How do I identify a new student in my district as Limited English Proficient? What procedures should I follow?

A comprehensive resource that documents in detail procedures for the initial identification and assessment of Limited English Proficient Students may be found on the ODE website at www.ode.state.oh.us using a key word search term “Guidelines for the Identification and Assessment of Limited English Proficient Students” or by clicking this [link](#).

2. How is a student identified as limited English proficient (LEP)?

HB 3 has adopted the federal definition of limited English proficient for the purpose of Ohio law. According to that definition, a limited English proficient student generally is an individual who:

- is between the ages of 3 and 21;
- is enrolled in an elementary or secondary school;
- has a language other than English as the native/home language, whether born in the U.S. or another country, and;
- has such difficulty speaking, reading, writing or understanding English that the student may be unable to perform well enough in class or on state tests to meet expected state standards for achievement.

3. What tests are required of LEP students?

All Ohio students, including limited English proficient (LEP) students, must participate in statewide assessments. This includes all state diagnostic, achievement, and graduation tests as well as the Ohio Test of English Language Acquisition (OTELA). *NCLB* and Ohio state law allow for LEP students who recently arrived at US schools to be exempted one time from taking the state’s English Language Arts (reading and/or writing) assessments. “Recently arrived” has been defined as being enrolled in U.S. schools less than one year (less than 180 school days). The EMIS manual has been updated to accommodate this definition. The definition for the exemption for the LEP student in the U.S. for less than one year is as follows:

- A recently arrived limited English proficient student who has been enrolled in US schools for **no** more than 180 school days and **not** previously exempted from taking the spring administration of either of the state’s English Language Arts assessments (reading and/or writing).
- Students who will have over 180 school days in U.S. schools as of the first day of a spring test administration window (grades 3 – 8 April/May administration) are required to be assessed in the reading and writing assessments during that spring test administration.
- If an LEP student enrolls during the spring administration on or after May 10 for the Ohio Achievement Tests, that spring administration will not count toward the exemption for testing LEP students unless the student was enrolled in previous school year prior to the May 10 date. (Source: EMIS Manual 2007)

4. What is the Ohio Test of English Language Acquisition (OTELA)?

Ohio also requires students in grades K-12 to be assessed using the OTELA for their annual English language proficiency assessment. OTELA is designed to meet the requirement of *NCLB* to annually measure LEP students' proficiency in English for academic purposes as well as English for social purposes. Each spring all LEP students in grades K-12 will be required to participate in the OTELA unless the student is no longer considered to be limited English Proficient. See question #9 for the requirements to exit the LEP status. More complete information may be found about the OTELA on the ODE website at www.ode.state.oh.us keyword search "OTELA"

The four domains that must be assessed are reading, writing, speaking and listening. In spring 2008, all Ohio LEP students in grades K-12 will be required to participate in the annual English proficiency assessment using the OTELA. The dates of administration for the 2007-2008 school year are as follows:

- Grade Bands K-2:
- Grade Bands 3-5, 6-8, and 9-12:

5. What exceptions are there for LEP students in the state testing requirements?

With the exception of "recently arrived" students discussed in question #3, there are no exceptions to the requirement that all LEP students must participate in state assessments. Additionally ALL LEP students, even those who are recently arrived, must participate in the OTELA.

6. What accommodations are LEP students allowed to have on Ohio's statewide assessments?

ALL LEP students may be given the following accommodations on the Ninth grade Proficiency Tests, the OGT and the OAT:

1. the use of a dictionary and
2. extended time to complete the tests.

7. Aren't there additional accommodations available for some LEP students?

LEP Students who have been enrolled in U.S. schools for less than three years and are at the "beginning" or "intermediate" level in both reading and writing (as measured by OTELA) are eligible to receive one of the following **additional** accommodations on the OGT and OAT:

1. An English read aloud accommodation of allowable parts of the test
2. An oral translation accommodation of allowable parts of the test
3. A Spanish bilingual printed form of the test (in grades 3-8 OAT only)

See Decision Flow Chart for Selecting Additional LEP Accommodations

8. What languages of translated test forms will be available on CD for the 2008-2009 school year to accommodate the eligible students described in question #7?

- Grades 3-8 Achievement Test **Spring 2009** Administration-All Subjects
 - Translated Forms (CDs) available for the following languages for 2007-08 (based on 2006-07 accommodations data):
 - Spanish
 - Japanese
 - Somali
 - Korean, and
 - Mandarin
- Ohio Graduation Tests
 - Spanish
 - Somali
 - Arabic
 - Mandarin, and
 - Russian

Ohio Department of Education Office of Assessment: Assessment Rules Book, 2007-08-Updated 3/24/2008

9. How long may students be considered limited English proficient?

Students must be classified as LEP for as long as they meet the definition of limited English proficient (see question #1). Districts and community schools must annually assess a LEP student's progress in learning English with OTELA to determine whether the student meets Ohio's criteria to be reclassified as no longer LEP. The following criteria will be used to indicate that a student has attained the required level of English proficiency to be exited from a district's LEP program in Ohio:

- (a) The student has attained a composite score at the proficient level on Ohio's approved English language proficiency test;
- (b) The student has subsequently successfully completed at least a one-year trial mainstream period in classrooms where English is the language of instruction; and
- (c) The student during the trial mainstream period has either attained a composite score of 5 on the annual administration of the OTELA or attained a minimum score of 4 on the annual administration of the OTELA and earned a score at or above the proficient level in the most recent administration of Ohio's state assessments in reading and writing.

10. What are the requirements for LEP students regarding the Ohio Ninth-Grade Proficiency Test or the OGT?

LEP students must pass all five of the graduation tests required for their class, as well as meet all curricular requirements, in order to receive a high school diploma. This requirement applies to students who began ninth grade prior to July 1, 2003 (for whom the Ohio Ninth-Grade Proficiency Test requirements apply) as well as students who began ninth grade after July 1, 2003 (the graduating class of 2007 or thereafter for whom the OGT requirements apply).

Teacher Input for Limited English Proficient (LEP) Student

Teacher's Name: _____ Student's Name: _____

Grade: _____ Student ID #: _____ Subject(s): _____

INSTRUCTIONAL RATING:

Rate the instructional concerns you have about this student by circling one of the following:

1 = poor 2 = below average 3 = average 4 = above average 5 = superior N = not observed

1. Reading skills	1	2	3	4	5	N
2. Math skills	1	2	3	4	5	N
3. Written expression	1	2	3	4	5	N
4. Spelling	1	2	3	4	5	N
5. Classwork	1	2	3	4	5	N
6. Homework	1	2	3	4	5	N
7. Tests	1	2	3	4	5	N
8. Following oral directions	1	2	3	4	5	N
9. Following written directions	1	2	3	4	5	N
10. _____	1	2	3	4	5	N
11. _____	1	2	3	4	5	N
12. _____	1	2	3	4	5	N

What concerns do you have about this student? Check all that apply

difficulty following directions

unable to meet State's proficient level of achievement on State assessments

difficulty speaking the English language

unable to achieve successfully in class- rooms where English is the language of instruction

difficulty reading the English language

difficulty working with peers

difficulty understanding the English language

other: _____

**Brunswick City Schools
Limited Proficient Accommodation Plan**

Student's Name: _____ Date: _____

School: _____ Grade: _____ ID#: _____

Proficiency Code: _____ Status Code: _____

Beginning Date: _____ Ending Date: _____

Instructional Accommodations:

	No Accommodations are needed
	Tutorial Support-_____ hours weekly
	Plain English Math Assessments
	Spelling aids
	Small group setting
	Individual administration of the test
	Student "read to" by a facilitator in English
	Student may receive dictation to a scribe
	Extended testing time
	Simplified directions
	Other:
	Other:

Testing Accommodations:

- Recently arrived, has been enrolled in U.S. schools less than one year (less than 180 school days) are **Exempt from Reading and Writing**
- LEP Students who have been enrolled in U.S. schools for less than three years and are at the "beginning" or "intermediate" level in both reading and writing (as measured by OTELA) are eligible to receive one of the following **additional** accommodations on the OGT and OAT:
 - An English read aloud accommodation of allowable parts of the test
 - An oral translation accommodation of allowable parts of the test
 - A Spanish bilingual printed form of the test (in grades 3-8 OAT only)
- ALL LEP students may be given the following accommodations on the Ninth grade Proficiency Tests, the OGT and the OAT
 - the use of a dictionary and
 - extended time to complete the tests.

Signature/Position

Date

Tips for Parents of ESL Students

- ⌚ Work together to learn English.
- ⌚ Read daily or orally tell stories to your child.
- ⌚ Continue to speak your native language at home.
- ⌚ Read together stories in English even if you are unable to recognize some of the words.
- ⌚ Begin writing family messages in English.
- ⌚ Find a special place in your home to display any school work brought home by your child.
- ⌚ Label items in your house in English.
- ⌚ Encourage your child to make new friends even though there may be some language barrier.
- ⌚ Have an open relationship with your child's school. Go to your child's school and sit in on some of his/her classes to understand the routine.
- ⌚ Use a native language dictionary to help your child acquire language skills.
- ⌚ Develop a relationship with your child's teacher to keep the lines of communication open.
- ⌚ Encourage your child's teacher to shorten assignments if you notice your child getting frustrated while doing homework.
- ⌚ Do not pressure your child to use only English. Language skills develop naturally and in good time.
- ⌚ As a family, learn songs to sing together in English.
- ⌚ Help your child pick out books on tape to listen while reading along. This will help with word recognition.
- ⌚ Most importantly, if you are still learning the language, do not feel self conscious about coming to your child's school and talking to his/her teacher. Remember that it is difficult to learn a new language.
- ⌚ Volunteer to come into your child's classroom and share your language and culture.

Myths about Second Language Learning

In the document *ESL Standards for Pre-K-Students* (TESOL, Inc. 1997), several myths about second language learning are discussed.

Myth 1: ESOL (English as a Second or Other Language) students learn English easily and quickly simply by being exposed to and surrounded by native English speakers.

Fact: Learning a second language takes time and significant intellectual effort on the part of the learner. Learning as second language is hard work; even the youngest learners do not simply "pick up" the language.

Myth 2: When ESOL learners are able to converse comfortably in English, they have developed proficiency in the language.

Fact: It can take 6 to 9 years for ESOL learners to achieve the same levels of proficiency in academic English as native speakers. Moreover, ESOL students participating in thoughtfully designed programs of bilingual or sheltered content instruction remain in school longer and attain significantly higher rates of academic achievement in comparison to students without such advantages.

Myth 3: In earlier times immigrant children learned English rapidly and assimilated easily into American life.

Fact: Many immigrant students during the early part of this century did not learn English quickly or well. Many dropped out of school to work in jobs that did not require the kinds of academic achievement and communication skills that substantive employment opportunities require today. (TESOL, Inc., 1997, p. 3)

Brunswick City Schools - HOME LANGUAGE SURVEY

DATE: _____

SCHOOL DISTRICT: _____

NAME OF STUDENT _____
Family Name First Name Middle I.

DATE OF BIRTH: ____/____/____ PLACE OF BIRTH: _____
Month Day Year City State Country

NAME OF PARENT/GUARDIAN _____
Family Name First Name

HOME ADDRESS: _____

CITY: _____ STATE: _____ ZIP CODE: _____

HOME PHONE: _____ WORK PHONE: _____

For Parents/Guardians:

Please answer the following questions:

1. What language did your son/daughter speak when he/she first learned to talk? _____
2. What language does your son/daughter use most frequently at home? _____
3. What language do you use most frequently to your son/daughter? _____
4. What language do the adults at home most often speak? _____
5. How long has your son/daughter attended school in the United States? _____

For School District Personnel:

If the answer to any of the first four questions above is a language other than English, indicate the student's native/home language in EMIS Student Data Element (2.1.1.21), and proceed to assess the student's English language proficiency.

INITIAL ENGLISH LANGUAGE ASSESSMENT

Communication skill

Proficiency Level

Listening:	_____ Beginning	_____ Intermediate	_____ Advanced	_____ Proficient
Speaking:	_____ Beginning	_____ Intermediate	_____ Advanced	_____ Proficient
Reading	_____ Beginning	_____ Intermediate	_____ Advanced	_____ Proficient
Writing	_____ Beginning	_____ Intermediate	_____ Advanced	_____ Proficient
*Comprehension	_____ Beginning	_____ Intermediate	_____ Advanced	_____ Proficient

(*note: The comprehension score is calculated by averaging the listening and reading scores)

Assessment instrument(s) used: _____

Student is LEP? _____ Yes _____ No

Helpful Websites for Teachers

<http://a4esl.org/>

<http://iteslj.org/>

<http://www.manythings.org/>

<http://www.esl-lab.com/>

<http://www.linguistic-funland.com/>

<http://members.aol.com/admoser/tips/tips.html>

<http://www.everythingsl.net/inservices/>

http://www.education-world.com/a_curr/shore/shore073.shtml

<http://www.mssu.edu/edu/diversity/k12ed.htm>

Helpful Websites for Parents

<http://www.colorincolorado.org/>

<http://www.bctf.ca/parents/SupportingLearning/>

<http://sofia.ecis.org/newsletter/ESL/Tips.html>

<http://www.linkup-parents.com/english.htm>

http://www.arlington.k12.va.us/instruct/ctae/adult_ed/REEP/reepcurriculum/bowfamilylit.html#Materials in Languages Other Than

http://www.cv.riverview.wednet.edu/staff/rodgers/Welcome_files/Web%20Pages%20for%20Kids%20&%20Parents.htm