



Avon Lake City School District

Limited English Proficient Students/English Language Learners Programming

Limited English Proficiency (LEP)

English Language Learner (ELL)

Manual & Resources



Our ELL students deserve an equitable education that values their culture, history, and perspective. It is our responsibility to provide instruction and accommodations that ensure academic success as well as social/emotional adjustment. We also want our community of ELL families to feel welcome and assimilated into our community.

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Table of Contents:

Introduction.....	3
ELL Students in Avon Lake.....	4
Program Summary.....	4
LEP Notification.....	5
LEP Agreement.....	6
Acronyms, Terms and Definitions.....	7
Staffing/Professional Development.....	9
Vocalink Interpreter Services.....	11
ALCS ELL Coordinator.....	11

Introduction

The terms English Language Learners (**ELL**) refer to those students whose native or home language is a language other than English. If an ELL student has current limitations in the ability to understand, speak, read or write in English and those limitations inhibit their effective participation in a school's educational program, then they become (**LEP**) Limited English Proficient, and are enrolled in our ELL program. These are the 10 most commonly reported home languages in the United States reported by public schools as of 2016. There are currently 5 million ELL students in the United States that make up about 10 percent of the total public school population.

Home language	Number of ELL students	Percentage distribution of ELL students ¹	Number of ELL students as a percent of total enrollment
Spanish, Castilian	3,790,949	76.6	7.7
Arabic	129,386	2.6	0.3
Chinese	104,147	2.1	0.2
Vietnamese	78,732	1.6	0.2
English ²	70,014	1.4	0.1
Somali	38,440	0.8	0.1
Russian	34,843	0.7	0.1
Hmong	33,059	0.7	0.1
Haitian, Haitian Creole	31,608	0.6	0.1
Portuguese	28,214	0.6	0.1

ELL Students in Ohio:

In Ohio, more than 39,800 limited English proficient (LEP) students/English Language Learners (ELL) were enrolled in the state's elementary and secondary public schools during the 2010-2011 school year. The number of ELLs reported in Ohio for school year 2010-2011 represents an increase of 38 percent over the number reported five years previously and an increase of 199 percent over the number reported 10 years ago.

<http://education.ohio.gov/Topics/Student-Supports/English-Learners>

ELL Students in Avon Lake

The ELL families in Avon Lake come from many different countries and cultures, and speak many different languages. They are spread out between our seven district buildings and make up a very valuable part of our school and community.

Some of the most common languages are: Spanish, Arabic, Chinese, Korean, and Hindi.

Some of the most common countries of origin are: Mexico, Saudi Arabia, China, Korea and India.

- *The number of ELL students enrolled in the Avon Lake City School District's ELL program has consistently fluctuated between: 25-40 annually.*

Philosophy:

The Avon Lake City School District's ELL immersion program seeks to meet the diversified educational and cultural needs of students who are learning English as second language. The purpose of the ELL program is to provide intensive instruction to support English language acquisition for ELL students as well as to meet the social/emotional needs of each ELL student. Students enrolled in the ELL Program come from a variety of cultural, linguistic, socio-economic and academic backgrounds. ELL professionals work with students in small-group or one on one settings as well as in the classroom, depending on students' needs. Additionally, ESL professionals collaborate with regular classroom teachers and administration regarding the educational and social/emotional needs of the students. The number of ELL students enrolled in the Avon Lake City School District's ELL program has fluctuated between 30 and 50 students each year but is generally is on the rise.

Language minority students have the same rights, privileges and responsibilities as other students in the Avon Lake City School District. The purpose of ELL services is to help ELL students overcome their language barrier as well as to successfully adjust to their new cultural, social, and academic environment. In addition, we seek to meet the social/emotional needs of our ELL students through intervention and family outreach. This will be achieved through active and regular collaboration between the mainstream classroom teachers and the ELL professionals as well as careful communication between administrators and families.

Program Summary

Avon Lake City Schools currently has a pull-out style plus sheltered immersion Program in place for all resident Limited-English proficient (LEP) students enrolled in grades K-12.

New Students register through Info Snap. They are asked the following questions:

What language did your son/daughter speak when he/she first learned to talk?

What language does your son/daughter use most frequently at home?

What language do YOU use most frequently with your son/daughter?

What language do the adults at home often speak?

Do you as a parent/guardian need English assistance for speaking, reading or writing?

In what country was your child born?

Has your child ever received formal education outside of the USA? If so, years/months; Language of instruction?

Has your child ever attended school in the USA? If so, years of attendance?

Based on the answers to these questions, we populate a list of potential LEP students and send that to our district ELL Coordinator. The Coordinator has the students assessed using the ELPA21 or State Online Screener. From there, a level of proficiency is determined. If the child is deemed LEP, documentation is sent home detailing the proficiency level. A contract is also sent home so that the parent can agree to services or decline. The contract must be signed and returned to the school in order to proceed with ELL services.

****If a student is assessed and is not deemed LEP, a notice is sent home to the parents as well***

AVON LAKE CITY SCHOOLS Limited English Proficient – NOTIFICATION

Dear Parents/Legal Guardians:

Avon Lake City School District is required to assess the English Language Proficiency of all students whose home or native language is other than English. Your child's English communication skills have been assessed because your child's home or native language is not English. We have used the LAS testing assessment to assess your child's language proficiency in listening, speaking, reading, and writing.

The following are the results of your child's English Language assessments:

LANGUAGE SKILL

PROFICIENCY LEVEL

Listening	___	Pre-Functional	___	Beginning	___	Intermediate	___	Advanced	___	Proficient
Speaking	___	Pre-Functional	___	Beginning	___	Intermediate	___	Advanced	___	Proficient
Reading	___	Pre-Functional	___	Beginning	___	Intermediate	___	Advanced	___	Proficient
Writing	___	Pre-Functional	___	Beginning	___	Intermediate	___	Advanced	___	Proficient
*Comprehension	___	Pre-Functional	___	Beginning	___	Intermediate	___	Advanced	___	Proficient

*Comprehension is a combination of listening comprehension and reading comprehension.

LEP - Yes

Based on the results of the English Language Proficiency Assessment as indicated above, your child qualifies for Limited English Proficient (LEP) services. The LEP program being offered by the Avon Lake City Schools consists of Differentiated instruction and Tutoring/Remediation sessions. It is designed to help your child learn English and make academic progress.

We recommend that you call the principal at your child's school immediately to arrange a meeting with the staff to discuss LEP services for your child. If, however, you disagree with the recommendation program services, you may decline your child's participation. Your child will then be placed in the general instruction program for students who are fluent in English.

LEP - No

Based on the results of the English Language Proficiency Assessment as indicated above, your child does NOT qualify for Limited English Proficient (LEP) services. If you have any questions, please call the school for further information.

A beginning level of proficiency is determined and a plan is put into place for each LEP student. The plan will include pull-out instruction, in class support, or both. The ESL Coordinator works with the mainstream teacher to decide on the proper in-class accommodations for each ELL student. Please refer to the following link for more information from the Ohio Department of Education.

<https://education.ohio.gov/Topics/Student-Supports/English-Learners/Teaching-English-Language-Learners/Guidelines-for-Identifying-English-Learners>

AVON LAKE CITY SCHOOLS Limited English Proficient – AGREEMENT

The program or combination of programs indicated on the **NOTIFICATION** is designed to help your child attain English language proficiency, as quickly as possible, so that he or she can participate in classrooms in which English is the language of instruction. 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 program for Limited English Proficient (LEP) program:

1. Achievement at the proficient level in Ohio's approved English language proficiency test in all language domains: listening, speaking, reading, writing and comprehension: and,
2. Two years of successful participation in classrooms where the language of instruction is in English, and
3. Attainment of proficient or above for two years in State's Language Arts assessment.

Limited English Proficient is not a learning disability. However, some students may have a learning disability in addition to being limited English proficient. If your child is diagnosed as having a learning disability, s/he will be provided instruction consistent with an Individualized Education Plan developed in collaboration with yourself, teachers and other specialists.

The LEP Program recommended for your child is:

_____ Differentiated instruction.

Details:

_____ Tutoring/Remediation at _____ hours per week.

Details:

Note: Scheduled tutoring sessions may be subject to change due to circumstances, including but not limited to inclement weather, sickness, schedule conflicts, or agreement of both parties. Tutoring sessions that are missed

may be made up upon mutual consent of both parties. No tutoring sessions will occur when school is officially closed.

Please indicate below which option you choose for your child:

- A. I **accept** the following recommendation program(s).
- B. I **decline** my child's participation in the recommended program(s), and realize that my child will be in the general instruction program for students who are fluent in English.

OELPA Exam (Ohio English Language Proficiency Assessment)

Each Spring, all ELL students take the OELPA (Ohio English Language Proficiency Assessment.) They remain in the program until receiving exit scores that determine proficiency.

A student is reclassified (no longer English learner) when the student has attained a performance level of Proficient on the OELPA. The Proficient performance level is defined as domain/test level scores of 4s and 5s in any combination across all four domains (listening, reading, writing and speaking). Students in grades K -12 are eligible for reclassification if the student receives a performance level of Proficient.

Proficient, Emerging and Progressing

The performance levels are determined as follows:

- “Proficient” students are those scoring any combination of 4’s and 5’s across all four domains;
- “Emerging” students are those scoring any combination of 1’s and 2’s across all four domains;
- “Progressing” students are those scoring any combination across the four domains that does not fall into the other categories.

**Mid- Year evaluations and End of Year Evaluations will be sent home to indicate growth of each ELL student.*

<http://education.ohio.gov/Topics/Testing/Ohio-English-Language-Proficiency-Assessment-OELPA>

ELL ACRONYMS & TERMINOLOGY

LEP - Limited English Proficient

After an initial assessment (ELPA21), it is determined that these students are eligible for ELL services until such time that they score proficient on the OELPA.

ELL - English Language Learners, English Language Limited

These are students whose first language is not English or students who speak a language other than English at home.

ESL - English as a Second Language

AMAO - Annual Measurable Achievement Objectives

AMAOs are targets set by the state that specify the percentage of ELL students who are expected to attain English language proficiency and the percentage of ELL students who are expected to improve their level of English language proficiency.

AYP - Adequate Yearly Progress.

Under the No Child Left Behind Act of 2001, each state establishes a definition of Adequate Yearly Progress (AYP) to use each year to determine the achievement of each school district in reading and mathematics. States are to identify for improvement any school that does not meet the state's definition of AYP for two consecutive years. Adequate yearly progress is designed to ensure continuous improvement each year toward the goal of 100% proficiency.

BICS - Basic Interpersonal Communication Skills.

This is part of a theory of language proficiency developed by Jim Cummins (1984), which distinguishes BICS from CALP (Cognitive Academic Language Proficiency). BICS is often referred to as “playground English” or “survival English.” It is the basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context. This language, which is highly contextualized and often accompanied by gestures, is relatively undemanding cognitively and relies on the context to aid understanding. BICS is much more easily and quickly acquired than CALP, but it is not sufficient to meet the cognitive and linguistic demands of an academic classroom. BICS takes approximately one to three years to acquire.

CALP - Cognitive/Academic Language Proficiency

Developed by Jim Cummins (1984), CALP is the language ability required for academic achievement in a context-reduced environment. Examples of context-reduced environments include classroom lectures and textbook reading assignments. It takes approximately seven to ten years to acquire.

EAP - English for Academic Purposes

EFL - English as a Foreign Language

This is used when a non-native English speaker is studying English in a non-English speaking country.

ESOL - English for Speakers of Other Languages

This term is more recent and is intended to be a more inclusive term (includes ESL and EFL).

ESP - English for Special Purposes.

(Examples: English for business, English for hospitality and tourism).

FEP - Fully English Proficient

Sometimes used to describe someone who has attained full English proficiency.

ELP - English Language Proficiency

L1 - Primary language

L2 - Secondary language

Modifications/Accommodations -Changes that are made in assignments and tests in order to make the requirements for LEP students more feasible and attainable.

NCLB- -No Child Left Behind

N - No

The student has been assessed and is determined not to be LEP.

Y - Yes

The student has been assessed and does qualify for ELL services.

Y1 - Year One

It is the students first year in a U.S School.

Y2 - Year Two

It is the students second year in a U.S School.

Exit - The student has passed the OELPA and is no longer LEP.

Staffing/Professional Development

ESL professionals along with mainstream teachers and tutors play an essential role in the instruction of ELL students. Tutors and mainstream teachers provide instruction and support that enables the ELL student to acquire English language skills needed to succeed in the regular classroom. They also ensure that student academic performance is maintained at an appropriate level, and the student is able to make the necessary cultural and social/emotional adjustments.

ELL Tutors/Coordinator:

- assist in the development, implementation, and revision of the ELL program;
- provide content instruction and language development as needed;
- meet with the regular classroom teacher to determine the needs of ELL students in the classroom;
- assist general education staff about culture and language of the ELL students and their families;
- provide mainstream teachers with cultural and linguistic background of the language minority students in their classes;

- identify, assess, and counsel each ELL student with regard to the school setting, environment and social/emotional adjustments;
- identify, adapt and develop materials;
- establish and maintain communication with parents/guardians of ELL students;
- prepare for and participate in Parent-Teacher conferences, intervention-assistance team conferences;
- maintain records of each ELL student on his/her caseload;
- administer the Ohio English Language Proficiency Assessment.

In order to update skills, obtain additional training, and share information and materials, it is necessary for the ELL staff to:

- meet regularly;
- attend conferences and workshops inside and outside the district;
- visit other school systems to become familiar with their ELL programs in order to enhance our own ELL services;
- Meet with ELL families;
- Examine ELL population shifts to determine cultural needs.

*Typically, our ESL professionals attend the annual TESOL conference in Columbus to learn best practices, policy changes, curriculum and resource ideas etc. <https://ohiotesol.org/site/2019-conference/>



Vocalink Translator/Interpreter Services



In order to meet the needs of our ELL students and families, Avon Lake City Schools have partnered with Vocalink Global, a live interpreter and translation company based out of Dayton, Ohio.

Vocalink provides our students and their families with the following services:

- On demand video interpreters for our school conference rooms
- Document translation
- Live interpreters for parent meetings
- Live interpreters for registration, school communication, correspondence, etc.

Every school and its conference rooms have been provided with the necessary equipment to accommodate Vocalink services at any time. If a family needs information in their native language, we are able to provide them with on-demand video interpreter services in 100's of languages as well as document translation for equal and accessible correspondence.

<https://vocalinkglobal.com/>

Meet Our ELL Coordinator



Vincent Shoham has been the district ELL coordinator for 6 years. He is currently working on his Doctorate of Education and Administration, and writing his dissertation on the effects of social/emotional intervention on the academic success of new ELL students. He has vast experience working with many different populations of students including minority and underserved, and even taught English as a Foreign Language as a Peace Corp volunteer in Bulgaria from 2010-2013.

Email: Vincent.shoham@avonlakecityschools.org

Phone: 440-933-6290 EXT 1510

Vincent Shoham provides the following services for our district as an ELL Coordinator:

- Assessment and Identification of new ELL students
- Regular Pull-Out English Language Instruction

- Helping teachers provide classroom accommodations
- Providing advice and resources to building principals and mainstream teachers
- Coordinating progress meetings with mainstream teachers and building administration
- Providing Social/Emotional support and intervention to ELL students
- Administering the OELPA
- Providing accessible communication and information to ELL students and their families
- Providing progress reports and end of year summaries/evaluation of ELL students



**Avon Lake City Schools
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