



DOVER CITY SCHOOLS

English Learner Program Guidelines

2024-2025

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Introduction

The term **English Learners (EL)** refers to those students whose native language or home language is other than, or in addition to, English, and whose current limitations in the ability to understand, speak, read, or write in English inhibit their effective participation in a school’s educational program. The terms English Language Learner (ELL) and Limited English Proficient (LEP) are other terms that refer to the same group of students.

Federal guidelines use LEP (Limited English Proficient) rather than ESL (English Second Language), ELL (English Language Learner), or EL (English Learner). The terms ELL, LEP and ESL may be used interchangeably in this document.

EL Students in Ohio

In Ohio, more than 60,000 limited English proficient (LEP) students/English Language Learners (ELL) were enrolled in the state’s elementary and secondary public schools over the past ten years. The terms “limited English proficient” and “English Language Learners” refer to those students whose native or home language is other than English, and whose current limitations in the ability to understand, speak, read or write in English inhibit their effective participation in a school’s educational program. 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.

Ohio’s LEP students represent more than 110 different native or home languages. The top 10 language groups include Spanish, Somali, Arabic, Pennsylvania Dutch (a dialect of German used by the Amish), Chinese, Japanese, Vietnamese, French, Russian and Twi (a language spoken in West Africa).

Many of Ohio’s LEP students are children of families who have recently immigrated to the United States from

other countries. During school year 2010-2011, Ohio school districts reported serving 11,881 immigrant students who have been enrolled in U.S. schools less than three years.

People immigrate to the United States for a variety of reasons. They may come to join other family members or to seek an improved economic opportunity. Others are seeking refuge from political oppression or persecution in their home countries. According to the Ohio Department of Job and Family Services, Refugee Services Office, 13,802 new refugees arrived and resettled in Ohio between 2003-2011. The refugees' countries of origin included Somalia, Burma, Vietnam, Russia, Uzbekistan, Cuba, Burundi, Ethiopia, Ukraine, Eritrea, Liberia, Iran and Sudan. In addition to the primary resettlement of refugees in Ohio, there has been a large secondary migration to Ohio from other states. In the Columbus metropolitan area alone, it is estimated that there are between 25,000 and 40,000 recently arrived Somali refugees.

Other groups of Ohio's LEP students are from families that have been in the United States for many years but speak languages other than English at home. For example, Ohio's schools enroll students of Puerto Rican, Mexican-American and other Latino backgrounds for whom Spanish is the home language. A significant number of Spanish-speaking children are members of migrant agricultural working families. More than 1,180 migrant children were enrolled in Ohio's elementary and secondary schools during the 2010-2011 school year. Also, many children from the Amish communities in northeastern Ohio learn German (Pennsylvania Dutch) as their first language. Approximately 1,200 Amish LEP students were enrolled in schools in Holmes and Wayne counties during 2010-2011.

Ohio's LEP students include those who have had the benefit of prior education, including literacy development in their native languages. Other LEP students, especially those from refugee families, have had little or no prior formal educational experiences.

Ohio's goal for all LEP students is to attain English proficiency so that they can achieve the State's academic standards and fully participate in U.S. society. However, the length of time required to attain English proficiency will vary according to a number of factors, including age, grade level, extent of prior formal schooling and current level of English proficiency.

June 2012 (*Taken from the Ohio Department of Education*)

EL Students in the Dover City School District

The Dover City School District meets the diversified educational and cultural needs of our students who are learning English as a second language through a comprehensive program and continuum of supports from Kindergarten through grade Twelve. The purpose of our EL program is to provide intensive instruction to support English language acquisition for EL students. Students enrolled in our EL program come from a variety of cultural, linguistic, socioeconomic and academic backgrounds. EL teachers, tutors and interpreters work with students in small group settings as well as in the classroom, depending on the students' needs. General classroom teachers are provided with information regarding their EL students' needs and level of English proficiency, as well as accommodations needed to enable each EL students' academic success. EL staff members, general education teachers, and administrators collaborate to develop and implement Individual Learning Plans for each EL student.

The number of students enrolled in the Dover City School District's EL program has increased dramatically each year, with students coming mainly from Guatemala. The majority of these students at the elementary level were born in the United States to parents who had emigrated from Guatemala and settled in the Dover-New Philadelphia area. A significant number of EL students at the middle and high school level are unaccompanied

minors who have traveled from Guatemala to live with relatives or sponsors in the Dover-New Philadelphia area. The majority of EL students in the Dover City School District speak Spanish or a Mayan language such as K'iche, Aguateco, or Ixil. Other languages spoken by students in the Dover City School District include Mandarin Chinese, Farsi, and German.

Philosophy

English Learners have the same rights, privileges and responsibilities as other students enrolled in the Dover City School District. The purpose of English Learners' (EL) services is to help EL students overcome their linguistic, cultural and academic difficulties and assure that they receive an **equal educational opportunity**.

Key Beliefs

- All students have the potential to learn the English language given appropriate services and supports in both informal and formal classroom settings.
- Services and supports are designed to complement the general education curriculum and build a bridge of access to the content standards for EL students.
- The top priority of our EL program is to develop and foster basic communication skills in English while providing access to content area concepts and standards.
- Supports for families of EL students to foster parental involvement is an integral component of our EL program.
- Professional development for staff is essential to the success of our EL program.

Program Goals

- To build academic literacy while cultivating English language development
- To provide an introduction to the U.S. school system and American culture
- To provide English language instruction and transitional support in sheltered programs as needed to prepare students who have interrupted or limited education, little or no literacy skills, and pre-functional or beginner levels of English, as measured by the initial English language assessment
- To provide appropriate instructional strategies, accommodations and modifications to give EL students the opportunity to access content area instruction and develop the English language in a general education setting using a co-teaching/coaching framework

Parent Engagement

- Parents are provided written notice regarding the availability of free language assistance with respect to school programs and activities on the school district website, in student and parent handbooks, and in district-wide and school based newsletters
- Parents are provided written notice that they do not have to be of limited English proficiency in speaking, reading, writing and comprehending English in order to be considered limited English proficient, rather, it is only necessary that a parent be limited in at least one of these areas in order to be eligible to receive language assistance as needed
- Parents are provided written notice that the district will generally accept a parent's assertion that he or she needs language assistance without requiring additional corroboration
- Parents are provided the opportunity to participate with interpretation services provided in district events for parents related to their child's academic program

Educational Theory

Services provided to EL students in the Dover City School District are structured with the intent of providing flexibility to meet the individual student's needs due to the diversity of our EL population. A continuum of services is offered including small group tutoring, native language support, direct instruction in English language development, specific newcomer coursework at the high school level, and sheltered content area courses. In addition, EL students have access to the same interventions available to all students and are provided intervention based on their individual needs.

According to studies cited by Debbie Zacarian in *Transforming Schools for English Learners*, students identified as LEP take one to three years to become conversationally fluent and four to six years or more to achieve a Level 4 on a five-point scale of proficiency in English. Developing academic proficiency in English is a long process, and each stage is not the same in terms of the length of time it takes to move from one to another. One of the most important factors regarding the length of time is whether or not a student is from a literacy-oriented or non-literacy-oriented home. Students from non-literacy-oriented homes, with interrupted prior schooling experiences, and/or who are living in poverty will likely take much longer than high-achieving, literacy-oriented, socioeconomically advantaged students. (p. 24, 25)

Due to the amount of S.L.I.F.E. (Students with limited and interrupted formal education) students enrolled at the high school level, Dover City Schools developed a pathway to meet the unique needs of these students. The Newcomer Program at the high school will offer coursework that integrates all four language domains while teaching content in the areas of science, social studies, mathematics, and English Language Development. EL students who have had interrupted education, are from non-literacy oriented families, and who are socioeconomically disadvantaged require explicit instruction strongly connected to their backgrounds and systematic and explicit development of CALP skills (i.e., the cultural, linguistic, and cognitive skills developed in literacy-oriented communities). According to Custodio (2011), "Newcomer programs are specifically designed educational options for newly arrived immigrants that help orient students to their new country, their new language, and their new school." (p.1).

Best practice instructional strategies in the general education classroom and response to intervention tiered systems are in place for all students in the Dover City School District. The academic achievement and English language acquisition of our EL students is positively impacted by these programs. EL programming builds upon and extends the system already in place for all students. In order to meet the unique needs of these students, direct instruction in both English Language Development and literacy in English are also offered as part of our continuum of services.

To support best practices within the general education classroom, effective professional development is provided to general education teachers. Teachers are trained in the use of the SIOP approach (Sheltered Instruction Observation Protocol) and are provided with coaching to facilitate implementation of the strategies in their respective classrooms. According to the Center for Applied Linguistics, the SIOP model is a research-based and validated instructional model that has been proven effective in addressing the academic needs of ELL students throughout the United States.

The SIOP Model has eight components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies

- Interaction
- Practice/Application
- Lesson Delivery
- Review/Assessment

By incorporating the instructional strategies woven throughout these eight components, teachers are able to meet the linguistic and academic needs of their ELL students. In addition to the support available from coaching, teachers are also provided with the opportunity to collaborate with administrators, EL teachers and Spanish interpreters to facilitate the use of instructional strategies as well as appropriate accommodations and modifications.

School districts have the flexibility to decide on the educational approach that best meets the needs of their EL students and leads to the timely acquisition of the level of English proficiency the students need to succeed in school. Given the flexibility to decide on the educational approach that best meets the needs of their EL students, school districts in Ohio use a variety of programs or combination of programs. Definitions of the programs used in the Dover City School district are listed below:

English as a Second Language (ESL) - *ESL 4-5, 6-8, or 9-12*

Using this educational approach, limited English proficient students are directly instructed in the use of the English language. Instruction is based on a special curriculum that typically involves little or no use of the students' native language and is usually taught during specific school periods. For the remainder of the school day, students may be placed in mainstream classrooms. ESL classes may focus on teaching formal English grammar and on promoting natural communication activities (free conversation, games, and discussions on familiar topics). Reading and writing are practiced as well as oral communication skills in English.

Structured English Immersion (SEI) - *Transitional Math I (9-12), Transition Math II (9-12), Intro to C&P (9-12), Intro to Bio (9-12), World History (9-12), American History (9-12), Foundational Reading Skills (9-12)*

Structured immersion is an instructional approach used to make academic information and concepts understandable to EL students. Students in these classes are "sheltered" in that all of the students in the classroom setting are EL students. The subject matter is introduced in a way that can be understood by EL students. The teacher adapts the language of instruction to the English level of the students' linguistic and cognitive capabilities. Also, the teacher makes frequent use of visual aids, concrete experiences and manipulative materials. In this approach, students have the opportunity to develop the oral and written language skills they need to make academic progress in content areas such as mathematics, social studies and science. This coursework takes place at the high school level and is part of the Newcomer programming offered.

In-Class or Inclusion Instruction-(K-12) *SIOP strategies supported by co-teaching and coaching, accommodations and modifications*

In this approach, EL students are together with their native-English speaking peers in the same classroom, but an EL or bilingual education specialist is available in the classroom to support the EL students. For example, the EL or bilingual education specialist may provide guidance to the LEP students as they are working on a group project or individual assignment. Teachers also make use of the SIOP strategies daily in order to allow students to access the four language domains. Teachers utilize individual learning plans to make sure that each student's unique language needs are met.

Native Language Support - *(6-8, 9-12)Spanish interpreter services provided during the school day*

Native language support is usually provided by bilingual instructional assistants, who use the student's native language to explain directions in the content area classrooms as well as provide support when communicating between student and teacher.

English Learner Tutoring Sessions - *Tutoring provided to supplement instruction provided during the day*

Individual or small-group tutoring sessions are used most commonly when there are very few EL students enrolled in a school district. The tutoring sessions may focus on promoting basic English communication skills or on English for academic purposes.

Federal Requirements and Legal Background

The rights of English Language Learners and the legal responsibilities of the school districts serving ELL students are clearly outlined in federal law and Supreme Court rulings.

Title IV of the Civil Rights Act of 1964

This act prohibits the discrimination on the basis of race, color, or national origin in programs receiving federal financial assistance. This law has been interpreted in the public school context as requiring appropriate steps to ensure that equal educational opportunities are afforded to students who are limited in their English language proficiency.

Lau v. Nichols (1974)

The U.S. Supreme Court ruled that a school district's failure to provide English language instruction to English language learners denied them the meaningful opportunity to participate in the district's educational program in violation of Title VI of the Civil Rights Act of 1964. The Court further noted that equality of opportunity is not simply providing English Language Learners (ELL) the same facilities, textbooks, teachers and curriculum which non-ELL students receive. If English is the language of instruction, then measures must be taken to ensure that English is taught to students who do not speak English or who are limited English proficient in order to provide equal access to educational opportunities.

Equal Educational Opportunities Act of 1974

This act mandates that no state shall deny equal educational opportunity to any individual, "by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program." This act requires educational service providers to take appropriate action to help these students overcome language barriers.

Castaneda v. Pickard (1981)

The Supreme Court delineated a three-pronged standard for determining whether or not ESL students have equal and meaningful access to a school district's program. A program for ELL students is acceptable if:

- the district is pursuing a program informed by educational theory recognized as sound by some experts in the field, or at least is deemed to be a legitimate experimental strategy;
- the programs and practices used by the district are reasonably calculated to implement such theories effectively; and
- the district will take action if the program, after a legitimate trial, fails to produce results that indicate the language barriers confronting students are being overcome.

Plyler v. Doe (1982)

The Supreme Court stipulated that undocumented children have the same right to a free public education as U.S. citizens and permanent residents.

- School officials may not require students to prove they are in the United States legally.
- Schools should avoid attempts to document students' status.

- The following school practices are prohibited:
 - Barring access to a student on the basis of undocumented status
 - Treating students disparately for residency determination purposes on the basis of their undocumented status
 - Making inquiries to a student or his/her parent which may reveal their status
 - Federal education programs may ask for information from parents and students to determine if students are eligible for various programs. In such cases, schools should ask for voluntary information from parents.

Executive Order 13166 (2000)

This presidential order required all federal agencies to “ensure that the programs and activities they normally provide in English are accessible to ELL persons and thus do not discriminate on the basis of national origin in violation of Title VI of the Civil Rights Act of 1964.”

No Child Left Behind (NCLB) (2002)

The reauthorization of Public Law 107-110 (the No Child Left Behind Act), define a Limited English Proficient student as 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:

1. Belongs to one of the following categories:
 - a. was not born in the U.S. or speaks a native language other than English,
 - b. is a Native American, Alaskan Native, or native resident of outlying areas and comes from an environment where language other than English has had a significant impact on the individual’s level of English language proficiency, or
 - c. is migratory, speaks a native language other than English, and comes from an environment where a language other than English is dominant.
2. May be unable, because of the difficulties of speaking, reading, writing or understanding the English language, to
 - a. score at the proficient level on state assessments of academic achievement,
 - b. learn successfully in classrooms whose language of instruction is English, or
 - c. participate fully in society.

It should be noted that *NCLB* uses the term LEP for Limited English Proficiency, rather than ELL (English Language Learner) or English as a Second Language (ESL).

One of the performance goals of *NCLB* requires LEP students to become proficient in English while reaching high academic achievement standards in reading/language arts and mathematics. *NCLB* also requires that LEP students participate in annual academic assessments in reading/language arts and mathematics, which are used to determine adequate yearly progress for schools and the state.

No Child Left Behind (Title IX)

The federal definition of a Limited English Proficient (LEP) individual is <Title IX – 20 U.S.C. 7801 et seq> someone who:

- is aged 3 through 21;
- is enrolled or preparing to enroll in an elementary or secondary school;
- was not born in the United States or whose native language is a language other than English;

- is a Native American or Alaska Native, or a native resident of the outlying areas; and
- comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual:
 - the ability to meet the State's proficient level of achievement on State assessments as described in section 111(b)(3);
 - the ability to successfully achieve in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society.

Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)

The U.S. Department of Education issued this guidance to provide States and local educational agencies (LEAs) with information to assist them in meeting their obligations under Title III of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). ESSA amendments to Title III take effect beginning July 1, 2017. The link to access changes made by ESSA is <https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiienglishlearners92016.pdf>.

Summary of Title III Requirements

Section 3302: Parental Notification Requirements under Title III-A, NCLB, for Eligible Entities (Consolidated and Consortia Applications) Receiving Title III-A Funds	
IDENTIFICATION AND ENROLLMENT	<p>To inform parents or guardian(s) that their child has been identified as limited-English proficient and is/will be participating in a language instruction educational program.</p> <p>A child shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.</p> <p><i>Note:</i> Parents must be notified before the child is included into the EL program.</p> <p>The practice of placing a student in the EL program based on a surname is against the law. Neither should a student be excluded from programs based solely on his or her surname.</p>
WHEN	Not later than 30 days after the beginning of the school year
SPECIAL RULE	For a child not identified as in need of a program prior to the beginning of the school year, parental notification shall be made within 2 weeks of the child being placed in a program
WHAT – in general, notification to include:	<ul style="list-style-type: none"> ● Reasons for the identification as EL and in need of placement ● Child’s level of English proficiency ● How such level was assessed ● Status of child’s academic achievement ● Method of instruction used in other available programs (to include how they differ in content, instructional goals, and use of English and a native language in instruction) ● How program will meet the educational strengths and needs of the child ● How program will specifically help their child learn English ● How program will specifically help their child meet age appropriate academic standards for grade promotion and graduation ● Specific exit requirements for program ● Expected rate of transition from program into “regular/mainstream” classrooms ● For child with disability: how program meets objectives of the IEP <p><i>Note:</i> Title III can only be used as a supplement, not as the main budget to fund a program. It should not be used to hire FTEs or run programs that have no other funding source.</p>

<p>RIGHT TO DECLINE OR END SERVICES</p>	<ul style="list-style-type: none"> • Rights to have child immediately removed from program upon their request • Options to decline to enroll child in program or to choose another program or method of instruction if available
<p>FAILURE OF PROGRAM TO MEET AMO for EL students</p>	<ul style="list-style-type: none"> • Per new ODE guidelines, the district will show growth and proficiency as part of their district and school-wide report card. Beginning in the 2018-2019 school year, a data point shown on the Ohio District and School Report Card will be dedicated to EL students and their performance.
<p>FOR ALL NOTICES</p>	<p>Information to be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.</p> <p><i>Note:</i> School districts must do their best to provide parent notices in languages understandable to parents. Districts need to be able to provide translations in their most frequently occurring languages.</p>
<p>PARENTAL & COMMUNITY PARTICIPATION</p>	<ul style="list-style-type: none"> • Local Education Agencies (LEAs) shall implement an effective means of outreach to parents of EL students to inform them how they can <ol style="list-style-type: none"> a. Be involved in the education of their children b. Be active participants in assisting their child to learn English, to achieve at high levels in core academic subjects, and to meet the same challenging State academic content and student academic achievement standards as all children are expected to meet • This outreach shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of LEP students • LEAs shall assist parents to select among various programs and methods of instruction if more than one program or method is offered <p><i>Note:</i> Schools should proactively reach out to the parents of EL students to try to involve them in the academic process of their children. Schools should send notices and hold regular meetings to allow these parents a venue to have a say in their child’s education.</p>

State of Ohio Requirements

In Ohio, guidelines based on Federal law have been established for the identification and assessment of Limited English Proficient Students/English Learners. These guidelines may be found on the *Ohio Department of Education* website using the search term “Limited English Proficient.”

Ohio English Language Proficiency Standards

The English Language Proficiency Standards, developed for grades K, 1, 2-3, 4-5, 6-8, and 9-12 highlight and amplify the critical language, knowledge about language, and skills using language that are in college and career ready standards and that are necessary for English language learners to be successful in schools. The 10 standards highlight a set of language functions (what students do with language to accomplish content-specific tasks) and language forms (vocabulary, grammar, and discourse specific to a particular content area or discipline) that are needed by English language learners as they develop competence in English language arts and literacy, mathematics, and science (Bunch, Kiber, & Pimentel, 2013; CCSSO, 2012; Lee, Quinn, & Valdez, 2013; Moschkovich, 2012; van Lier & Walqui, 2012). The five English language proficiency levels for each of the standards address the question, “What might an English language learner’s language use look like at each English language proficiency level as he or she progresses toward independent participation in grade-appropriate activities?” *Ohio Department of Education Adopted June 2015*. The Ohio English Language Proficiency Standards can be found at the Ohio Department of Education website at the following link:

<https://education.ohio.gov/getattachment/Topics/Other-Resources/Limited-English-Proficiency/ELL-Guidelines/Ohio-English-Language-Proficiency-ELP-Standards/ELP-Content-Standards-20150824.pdf.aspx>

Assessment of English Learners

Ohio requires English learners (ELs) to be assessed using the Ohio English Language Proficiency Assessment (OELPA) for their annual English language proficiency assessment. OELPA is not the test to identify the student as an English Learner.

The four domains or tests that must be assessed are reading, writing, listening and speaking. OELPA is designed to meet the federal requirement to annually measure proficiency in English for academic purposes as well as English for social purposes. Each spring all ELs in grades K-12 will be required to take the OELPA unless the student has been reclassified and is no longer identified as an EL.

The OELPA is administered to the following grade bands: Kindergarten, Grade 1; Grades 2-3; Grades 4-5; Grades 6-8; and Grades 9-12. Each OELPA grade band test includes four tests: listening, reading, writing and speaking. The OELPA is an online test. Paper versions are intended as an accommodation for students that cannot test online.

English Proficiency Levels of EL 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:

- **Beginning (OELPA)**
- **Early Intermediate (OELPA)**
- **Intermediate (OELPA)**
- **Early Advanced (OELPA)**
- **Proficient/Advanced (OELPA)**

The following are summary descriptions of each of the proficiency levels and the correlation to OELPA :

OELPA Level 1 - Beginning

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 nonverbal 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.

OELPA Level 2 - Early Intermediate

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 culture and language).

OELPA Level 3 - 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 of 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 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, and 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.

OELPA Level 4 - Early 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 within 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.

OELPA Level 5 - Advanced/Proficient

At this final stage, students usually can participate in academic topical conversations without difficulty. In most cases, they can follow complex and multilevel 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.

Taken from Guidelines for the Identification and Assessment of Limited English Proficient Students/English Language Learners Ohio Department of Education, March 2012

EL Program Flowchart

Enrollment in School
Home Language Survey indicates a language other than English

Assessment Determines Eligibility as an EL student
Screening is done after student is officially enrolled using OELPS

Parent/Guardian/Sponsor Notification of EL Qualification
Required within 30 days of the start of the school year or within two weeks of placement if not identified prior to beginning of school year. Parent notification will occur during Intake appointment if parent is present. If parent is not present, ELL Coordinator will mail parent notification following the appointment.

Student Identified as English Learner

Student is NOT Identified as English Learner-student enrolled as typical student.

Services Accepted:
Services based on student need

Services Declined:
Student still participates in OELPA and is monitored

Annual Assessment to Determine English Language Proficiency (OELPA)

Student continues to qualify as EL

Student is eligible for trial mainstream

Student meets Exit Criteria

Student continues services and participates in annual OELPA assessment. Parents are notified of student's assessment results, eligibility, and services.

Student is reclassified as no longer EL and progress is monitored.

Identification of Student as EL

The federal and state definition of an **English Language Learner** 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
- 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

The *Language Usage Survey* (Appendix A) is to be completed at the time of enrollment for all students. If the *Language Usage Survey* indicates the student speaks a primary or home language other than English, and therefore may potentially be a student with Limited English Proficiency, testing to assess the student's English language proficiency must be completed within 30 days of student enrollment.

The OELPS Screener developed by the Ohio Department of Education is the assessment used by Dover City Schools for initial assessment, EL eligibility determination and program placement. The Screener is designed to measure the oral, reading and writing English language proficiency of kindergarten through twelfth-grade students. The Screener may be used for the purpose of initial identification, program placement, progress monitoring, and re-designation in school.

In Dover City Schools, the procedure of scheduling *Intake Appointments* has been established to assist non-English speaking families with the enrollment process as well as to provide an opportunity to complete the required English language proficiency assessment. Upon becoming aware of a potential EL student enrolling, building secretaries will refer the parent, sponsor or guardian to the English Learner Coordinator to schedule an *Intake Appointment*.

- *Intake Appointments* are scheduled on Fridays of most weeks of the school year at the English Learner Coordinator Office located in Dover High School and last approximately one hour.
- The parent/guardian/sponsor and student will meet with the **Intake Coordinator, EL Testing Assistant and EL Interpreter** (if the primary language is Spanish or a dialect of Spanish).
- The **Intake Coordinator** will collect enrollment information and documents as well as review previous educational records if available, and/or interview the parent/guardian/sponsor to ascertain information regarding the student's educational background if records are not available.
- Assessment of the student's English language proficiency will be completed by the district **EL Testing Assistant** using the OELPA Screener.
- Following assessment, parent notification of EL eligibility will occur with a Spanish interpreter present to explain the testing results and parent will be given the *Initial EL Assessment Parent Letter* (Appendix B or C). If student qualifies, parent consent for services will be documented on the *Parent Notification Response Form* (Appendix G) and an *Individual Learning Plan* (Appendix H) will be developed. The parent will also receive a copy of the *Description of Programs for Students who Qualify as EL* (Appendix F).
- If Spanish is indicated as a language spoken by the student, the Spanish IDEA Proficiency Test (IPT) will also be administered. The purpose of this assessment is to determine the student's level of proficiency in Spanish.

- The Measures of Academic Progress (MAP) for math will be administered in English OR Spanish (based on the English and Spanish IPT results) after a student is enrolled and they begin regular attendance.
- Students to be placed at Dover Middle School (grades 6, 7, 8) or Dover High School (grades 9, 10, 11, 12) will be scheduled to attend orientation at the appropriate building on the Wednesday following the intake appointment. A **Spanish Interpreter** will be present to conduct the orientation using the *Orientation Checklist for new EL Students* (Appendix I). DMS and DHS students will begin attending their scheduled classes following their orientation.
- Elementary students will be scheduled to begin classes at their building of attendance on the Wednesday following the intake appointment. Orientation for these students will take place on their first day of attendance with a **Spanish Interpreter**.
- The **Intake Coordinator** will transfer the student's records to the building principal at the building of attendance immediately following the *Intake Appointment*.

Intake Staff

Intake Coordinator – Review student records, communicate results of IPT (eligibility as an LEP student), collect enrollment documents and information, and transfer records to the appropriate school building

Testing Assistant – Administer DIBELS Screener and English IPT (follow-up with OELPS once student is enrolled)

Bilingual Testing Assistant – Administer IDEA IPT (Spanish)

Interpreter – Complete online enrollment information with parent and facilitate communication between staff and parents to collect enrollment documents, information, and to explain LEP eligibility and services

Orientation

Orientation for newly enrolled DMS and DHS ELL students will be scheduled on the Wednesday following the student's intake appointment.

During Orientation, the interpreter will:

- Conduct the activities listed on Appendix G Phase I: New Student Orientation with the student
- If the parent is not able to attend the Orientation, the principal and/or interpreter will contact the parent by phone to share information regarding the student's schedule and courses (if this information has not previously been communicated to the parent)

Grade Placement Decisions for newly-enrolled English Language Learners

Grade decisions are made based on the district's evaluation of the student's academic records and also taking into account the student's age. The following factors will be taking into consideration when determining grade level and class placement:

- Student's age
- Level of English proficiency (as determined by the IPT)
- Level of proficiency in oral, reading and writing of the student's native language
- Educational history
- Pattern of school attendance (ie. interrupted education)

- Parent/guardian/sponsor preference
- Student’s knowledge of math concepts (if available) and literacy skills (based on IPT)
- Amount of time in U.S. and prior U.S. schools enrollment

Grading Policy for English Language Learners

Legal basis for grading of English Learners: Title VI of the Civil Rights Act of 1964, Lau v. Nichols 1974, The Equal Opportunity Act of 1974, Every Student Succeeds Act (ESSA)

General considerations: The grading of ELs should reflect (a) the degree to which these students can meaningfully participate in the English language (proficiency level) and (b) the adaptation and content and instructional delivery in accordance with their individual Learning Plans.

Since ELs receive direct instruction in English as a Second Language, as well as modified English mainstream instruction, they cannot always master the same amount of content during a given grading period as native English speakers. Grading should reflect this. When grading EL students, focus should be on the amount of effort put forth and individual progress made with less emphasis on content mastery- especially if the content is heavily-language dependent.

For perspective, consider the following suggestion by Judy Jameson of the Center for Applied Linguistics:

Grade a combination of process and product for all students. Thomas Guskey, a well-known educator, illustrates with a hypothetical gym class situation. Imagine assessing two students: one is a brilliant athlete; the other has poor movement skills, but always tries his hardest and is unfailingly sportsmanlike. Using only product criteria, such as how high the student can jump and how fast he can run, would not recognize the second student for the things he does well and which are equally legitimate and relevant criteria for the class. (www.cal.org)

An English Learner who cannot comprehend the language of instruction should not be assigned a failing grade in a content area subject.

As ELs gain greater proficiency in English, moving up to the Progressing level, they may be graded more on academic achievement. For example, if an EL student is able to perform the work in math, she or he should be given an achievement-based grade; if the student is not able to perform satisfactorily due to a low level of English proficiency, then an effort/participation grade should be given. For example, a student in this category who completed 75-80% of the modified assignments would be given a passing grade.

Portfolios, checklists, and narrative reports may be used in place of exams, but there should always be multiple measures of the student's progress and attainment.

Grade Retention of English Language Learners

Retention solely on the basis of a student’s lack of English proficiency is discriminatory (based on Lau v. Nichols). Justification of retention of an ELL student must include evidence that 1) the student has been provided with an educationally sound English language support program, and 2) the student is being retained for reasons other than lack of English proficiency (for example, if the student did not meet grade-level standards due to poor attendance,

lack of effort, or poor study habits).

EL Program Exit Criteria

A student is reclassified (no longer English learner) when the student has attained a performance level of Proficient on the Ohio English Language Proficiency Assessment (OELPA). Parents are notified with the *Annual EL Assessment Parent Notification Letter* (Appendix E) and ODE Family Report when a student meets the criteria to exit LEP status. 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.

In OELPA, there are three overall performance levels: Proficient, Progressing, and Emerging. 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 Proficient or Emerging. Parents of students who are determined to be in the category of “Emerging” or “Progressing” will be notified with the *Annual EL Assessment Parent Notification Letter* (Appendix D) and ODE Family Report.

The performance level definitions above do not match the definitions as currently defined in OAC 3301-13-11. Districts must follow these new exit criteria and performance level definitions beginning with their spring 2016 OELPA data. The ODE will be working over the next several months to propose changes to OAC 3301-13-11, in the effort to align them with the new exit criteria. The new exit criteria correspond to the overall proficiency levels of the OELPA.

Language Instruction Education Plans (Learning Plans)

Students identified as English Learners in Dover City Schools will have a learning plan established at the time of enrollment and identification. The learning plan will provide language support for English Learners in the content, assessment, and state testing. Students enrolled after April 1st of each school year will not receive a plan until the following school year.

Monitoring of Former English Learner (EL) students

Students who have exited the English Learner status based on receiving the score of *Proficient* on the Ohio English Language Proficiency Assessment (OELPA) are required to be monitored for two years or more (if needed). These students will be monitored for academic performance as well as attendance and graduation requirements. The EL coordinator, EL teachers, and content teachers will keep track of state testing, grades, attendance, tardies, and other pertinent information to allow for, if needed, reclassification of EL status and/or interventions needed for success. This form appears in the Appendix (K).

Continuum of Services

The Dover City School District is committed to the development and implementation of a continuum of services designed to best meet the unique needs of our EL students. The following resources were used to inform the development of our current continuum of services and LL program: U.S. Department of Education – Tools and Resources for Identifying All English Learners; [Transforming Schools for English Language Learners – A Comprehensive Framework for School Leaders](#), Debbie Zacarian; [How to design and implement a Newcomer Program](#), Brenda Custodio, and, The ODE Lau Resource Center.

EL services in the Dover City School District are based on student need as evidenced by the student’s level of English proficiency, classroom performance, and assessment results. The services are outlined on the student’s Individual Learning Plan (Appendix I) which is updated and reviewed annually by school personnel. EL courses and sheltered content area courses are offered as part of the core curriculum for EL students. Newcomer courses are offered at the high school level to students who, based on gathered data, need additional supports in the content area. EL co-teaching is offered in the general education classroom by a K-12 TESOL teacher. SIOP strategies are implemented in the general education classroom through a coaching model supported by a SIOP instructor.

Preschool

At the preschool level, students receive services in an integrated preschool setting in which accommodations and SIOP Model strategies are implemented.

Kindergarten, Grade 1, 2, and 3

At Kindergarten, 1st, 2nd, and 3rd grades, students receive instruction in general education classrooms with accommodations and SIOP Model strategies being implemented. Supplemental tutoring sessions are offered to students to focus on the development of academic vocabulary based on the general curriculum. Schoolwide Title with a focus on literacy instruction is provided in small groups for students who are English learners and need support in literacy instruction.

Grades 4 and 5

At 4th and 5th grades, students receive instruction in the general education classroom with accommodations and SIOP Model strategies being implemented. In addition, some students may also receive direct instruction in English language acquisition with a TESOL certified teacher. An individualized reading curriculum supplemented by the RIGOR curriculum is used for English language instruction. The sheltered courses are considered transitional and are designed to build the CALP (Cognitive Academic Language Proficiency) skills of students who are at the beginning stages of English Language Development. In addition to the above strategies, the TESOL certified teacher may also utilize a structured phonics program from UFLI (University of Florida Literacy Institute) to support students with limited literacy skills.

Grade 6, 7, and 8

At 6th, 7th, and 8th grades, students receive instruction in the general education classroom with accommodations and SIOP Model strategies being implemented. In addition, some students may also receive direct instruction in English in an English as a Second Language class using TimeZones for English language instruction along with supplemental literacy instruction. The sheltered courses are considered transitional and are designed to build the CALP (Cognitive Academic Language Proficiency) skills of students who are at the beginning stages of English Language Development. In addition to the above strategies, the TESOL certified teacher may also utilize a structured phonics

program from UFLI (University of Florida Literacy Institute) to support students with limited literacy skills.

Grade 9, 10, 11 and 12

At 9th, 10th, 11th, and 12th grades, students receive instruction in the general education classroom with accommodations and SIOP Model strategies being implemented. In addition, some students may also receive direct instruction in English language acquisition and sheltered math instruction in a small group setting in place of general education courses in English Language Arts and Math. The TimeZones curriculum is used for English language instruction along with supplemental literacy supports and the sheltered Transitional Math curriculum developed by Dover City Schools' math teachers is used for math instruction. The sheltered courses are considered transitional and are designed to build the CALP (Cognitive Academic Language Proficiency) skills of students who are at a pre-functional level of English language acquisition, have experienced interrupted education, and are non-literacy oriented. Spanish interpreters are available and scheduled with students on an individual basis based on student need and level of Spanish proficiency.

In addition, sheltered newcomer content area courses are offered. These courses are taught by general education teachers using SIOP Model strategies and supervised and co-taught with a TESOL-certified teacher. Some of the courses are offered in a sheltered setting in order to provide EL students with an opportunity to earn high school credit required for graduation while providing them explicit instruction in CALP and English language acquisition.

EL students may access a combination of services to best meet their needs. EL student services are indicated on the annual parent letter regarding eligibility as well as on each student's Individual Learning Plan. This combination of sheltered instruction, immersion in the general education classroom with accommodations and modifications, and small group tutoring provide students with the opportunity to develop their English language skills while building academic content area skills.

ESL and Sheltered Course Descriptions

ESL I, II: English as a Second Language Classes (Newcomer and Intermediate)

Program Goals are based on English Language Proficiency Standards and US Department of Education English Learner Toolkit for State and Local Education Agencies. Courses are designed to teach English Language Learners explicitly about the English language, including the academic vocabulary needed to access content instruction and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing).

- **Listening:** Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.
- **Speaking:** Speak and write about grade-appropriate complex literary and informational texts and topics. Adapt language choices to purpose, task, and audience when speaking and writing. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments or questions.
- **Reading:** Conduct research and evaluate and communicate findings to answer questions or solve problems. Determine the meaning of words and phrases in oral presentations and literary and informational text.
- **Writing:** Analyze and critique the arguments of others orally and in writing.

ESL I: Newcomer English as a Second Language Class

Students enrolled in this course will be focusing on developing skills based on the listening and speaking English Proficiency Standards. Students will also receive scaffolded instruction based on the reading and writing standards. The focus for this class will be based on the RIGOR program which develops the English language around Science and Social Studies content. Specific skills are as follows:

- Phonemic awareness and phonics skills in the English language
- Intensive vocabulary instruction; focused mainly around Tier One and Two words in context
- Oral literacy that is focused on listening and speaking comprehension
- Models of fluent reading through read-alouds and repeated readings
- Shared writing experiences

ESL II: Intermediate English as a Second Language Class

Students enrolled in this course will be focusing on developing skills in all English Proficiency Standards: reading, writing, listening, and speaking. The focus for this class will also be based on the RIGOR program which develops the English language around Science and Social Studies content. Specific skills are as follows:

- Content vocabulary instruction
- Oral and written literacy skills that focus on reading comprehension
- Practice of fluent reading through repeated readings with partners and technology-based readings
- Scaffolded writing instruction based on content reading

Transitional Mathematics I: Newcomer

Students enrolled in this course will be focusing on developing skills in all English Proficiency Standards: reading, writing, listening, and speaking. Students enrolled in this course will have attended school in the United States for two years or less. The focus for this class will also be based on the SIOP (Sheltered Instruction Observation Protocol) framework. Students will specifically focus on:

- Content vocabulary instruction focused around Tier One and Tier Two words
- Oral and written literacy skills that focus on mathematics comprehension
- Ohio New Learning Standards for Mathematics K-7
- Practice focused around math processes and standards
- Scaffolded writing instruction focused around math vocabulary and content

Transitional Mathematics II: Intermediate

Students enrolled in this course will be focusing on developing skills in all English Proficiency Standards: reading, writing, listening, and speaking. Students enrolled in this course will have attended school in the United States for two years or more or have attended school in their native country. The focus for this class will also be based on the SIOP (Sheltered Instruction Observation Protocol) framework. Students will specifically focus on:

- Content specifically needed for mathematics instruction in the mainstream classroom including Tier Two and Tier Three words
- Mathematical processes focused around pre-algebraic operations and number sense
- Reading, writing, listening, and speaking in the area of mathematical practice
- Ohio New Learning Standards for Mathematics 7-12

Newcomer High School American History

Students enrolled in this course will be focusing on developing skills in all English Proficiency Standards: reading, writing, listening, and speaking. Students enrolled in this course will have attended school in the United States for less than two full years and may or may not have attended school in their native country. The focus for the class will also be based on the SIOP (Sheltered Instruction Observation Protocol) framework. Students will specifically focus on:

- Content specifically needed for history instruction in the mainstream classroom including Tier Two and Tier Three words.
- Study the development of the United States politically, economically, and socially with a focus on foundational literacy skills.
- Reading, writing, listening, and speaking in the areas of broad historical periods including the Second Industrial Revolution, the Progressive Era, America's involvement in World War I, the Roaring 20s, the Great Depression, and New Deal, America's involvement in World War II, The Cold War, the Vietnam War, and the social, economic, and political issues that have impacted American society in the 20th century.
- Ohio's Learning Standards for Social Studies with a focus on language acquisition.

Newcomer High School World History

Students enrolled in this course will be focusing on developing skills in all English Proficiency Standards: reading, writing, listening, and speaking. Students enrolled in this course will have attended school in the United States for less than two full years and may or may not have attended school in their native country. The focus for the class will also be based on the SIOP (Sheltered Instruction Observation Protocol) framework. Students will specifically focus on:

- Content specifically needed for history instruction in the mainstream classroom including Tier Two and Tier Three words.
- Geographical and cultural background knowledge specific to times between the sixteenth century to the twenty first century with an emphasis on building literacy skills.
- Reading, writing, listening, and speaking in the areas of historical facts and geographical knowledge.
- Standards-based knowledge and skills with a focus on language acquisition.

Newcomer High School Introduction to Chemistry and Physics

Students enrolled in this course will be focusing on developing skills in all English Proficiency Standards: reading, writing, listening, and speaking. Students enrolled in this course will have attended school in the United States for less than two full years and may or may not have attended school in their native country. The focus for the class will also be based on the SIOP (Sheltered Instruction Observation Protocol) framework. Students will specifically focus on:

- Content specifically needed for science instruction in the mainstream classroom including Tier Two and Tier Three words.
- Scientific processes focused around scientific investigations and theories, with a literacy focus.
- Reading, writing, listening, and speaking in the area of scientific inquiry.
- Standards-based knowledge and skills with a focus on language acquisition.

Newcomer High School Introduction to Biology

Students enrolled in this course will be focusing on developing skills in all English Proficiency Standards: reading, writing, listening, and speaking. Students enrolled in this course will have attended school in the United States for less than two full years and may or may not have attended school in their native country. The focus for the class will also be based on the SIOP (Sheltered Instruction Observation Protocol) framework. Students will specifically focus on:

- Content specifically needed for science instruction in the mainstream classroom including Tier Two and Tier Three words.
- Inquiry-based laboratory experience focused on exploring the living world, the physical environment, and the interactions between and within them with a focus on literacy skills.
- Reading, writing, listening, and speaking in the area of scientific inquiry.
- Standards-based knowledge and skills with a focus on language acquisition.

Newcomer High School English Language Arts 9

Students enrolled in this course will be focusing on developing skills in all English Proficiency Standards: reading, writing, listening, and speaking. Students enrolled in this course will have taken English as a Second Language coursework previously and may or may not have attended school in their native country. The focus for the class will also be based on the SIOP (Sheltered Instruction Observation Protocol) framework. Students will specifically focus on:

- Content specifically needed for literacy instruction in the mainstream classroom including Tier Two and Tier Three words.
- Reading short stories, poems, plays, and fiction and nonfiction selections, and novels- with modifications that are necessary for language development
- Reading, writing, listening, and speaking in the area of language development
- Standards-based knowledge and skills with a focus on language acquisition.

Newcomer High School Targeted Reading Acquisition

Students enrolled in this course will be focusing on how to develop phonemic awareness, phonological awareness, decoding, and fluency in the English Language. Students will be placed in this class based on assessment data gathered at intake, coursework, and other factors. Students in this class will be using the evidence-based program model known as Wilson Foundations.

Staffing and Job Descriptions

2022-2023 School Year

Assignment of EL staff is based on student need and enrollment. Building assignments may fluctuate annually based on building enrollment and/or need. Dover City Schools has experienced an increase in the number of EL students over a period of years and our staffing levels have increased as a result.

South

Julie Pfeiffer* *Interpreter*
 Britni Toukonen+ *ESOL Teacher*
SIOP Instructor

East

Julie Pfeiffer* *Interpreter*
 Britni Toukonen+ *ESOL Teacher*
SIOP Instructor

Dover Ave.

Julie Pfeiffer* *Interpreter*
 Britni Toukonen+ *ESOL Teacher*
SIOP Instructor
 Jill Colaprete+ *ESOL Teacher*

Dover Middle School

Jill Colaprete+ *ESOL Teacher*
 Bibiana Guzman *Interpreter*
 Britni Toukonen+ *SIOP Instructor*

Dover High School

Katlyn Lawver+* *ESOL Teacher*
 Gannon Petrullo *Instructional Coach*
 Daniel King* *Interpreter*
 Britni Toukonen+ *SIOP Instructor/Newcomer Program Director*

Community Liaison

Sarah Lehman+* *Interpreter*

Intake Center

Britni Toukonen *Coordinator*
 Julie Pfeiffer* *Interpreter*
 Sarah Lehman+* *Bilingual Testing Assistant /Family Liaison*

Student Orientation

Julie Pfeiffer* *Interpreter*
 Sarah Lehman+* *Interpreter*

EL Program Director

Britni Toukonen+

+TESOL Licensed

*Bilingual (Spanish)

Roles of Bilingual Staff

Interpreting – for students and families

Document Translation – district forms and classroom materials

Community Outreach and Family Engagement

Bilingual Tutoring – supplemental instruction to support general curriculum

Student Orientation – tours and information for new students

Assessment – academic and language proficiency at enrollment

Job Descriptions

Interpreter (Spanish)

- Interpret/translate content area vocabulary and instruction in Spanish for students on caseload when appropriate and as directed by teacher
- Interpret/translate communication in Spanish between school staff and parents/guardians/sponsors of students at meetings, on phone calls or during home visits (Home visits are not required of all interpreters – the Community Outreach interpreter will be requested to make home visits as needed)
- Assist students in the understanding of content area material and vocabulary when appropriate and as directed by the teacher
- Assist students in the understanding of their schedule, course requirements, school procedures, and information contained in the student handbook
- Communicate with general education classroom teachers regarding student needs
- Follow the schedule developed by the building principal
- Communicate with EL teacher, general education teacher, building principal and/or EL Director issues or concerns with student discipline or performance
- Provide the accommodation of interpreting or translating of classroom assessments under the direction of the classroom teacher
- Provide the accommodation of interpreting or translating of statewide assessments under the direction of the building principal and/or EL Director
- Maintain confidentiality of student records and information
- Participate in after school activities as requested by the building principal or EL Director (ie. parent/teacher conferences, Open House, Meet the Teacher, etc.)

ESL Tutor

- Develop a schedule to provide instruction for students on caseload
- Provide instruction in vocabulary, content, and language
- Identify, adapt and/or develop materials as needed
- Use best practice instructional strategies to provide instruction
- Assist in the development of Individual Learning Plans for assigned students
- Assist students in understanding the cultural aspects of U.S. schools as needed
- Consult with general education classroom teachers regarding student needs, progress, and scheduling of service delivery
- Assess and monitor student progress; maintain record of student progress
- Communicate with the building principal, ELL Director and ELL Interpreters regarding student placement, needs and progress
- Assist in the administration of the OELPA under the direction of district administrators
- Assist in the provision of student accommodations on statewide achievement assessments under the direction of district administrators
- Provide information to the Intervention Assistance Team regarding student performance as requested

- Maintain confidentiality of student records and information

ESL Teacher

- Develop a schedule to provide instruction for students on caseload
- Provide sheltered instruction in vocabulary, content, and language
- Identify, adapt and/or develop materials as needed
- Use the curriculum designated by the district as the primary instructional tool and guide for English language instruction
- Develop and maintain Individual Learning Plans for assigned students
- Assist students in understanding the cultural aspects of U.S. schools as needed
- Consult with general education classroom teachers regarding student needs, progress, and scheduling of service delivery
- Assess and monitor student progress; maintain record of student progress
- Communicate with the building principal, EL Director and Interpreters regarding student placement, needs and progress
- Assist in the administration of the IPT or OELPA under the direction of district administrators
- Assist in the provision of student accommodations on statewide achievement assessments under the direction of district administrators
- Provide information to the Intervention Assistance Team regarding student performance as requested
- Maintain confidentiality of student records and information
- All other duties required of a general education teacher in the Dover City School district

Community Liaison

- Conduct home visits and encourage participation of families in school events and activities
- Translate documents as requested to facilitate parent engagement in school events, understanding of school policy and procedure, and understanding of their child's academic progress

Intake Coordinator

- Oversee and facilitate the Intake Appointment process
- Oversee the EL Testing Assistant(s) and Intake Interpreter
- Communicate with building principals to share enrollment and assessment information
- Consult with building principals regarding program placement and services
- Communicate results of IPT assessments to parent/sponsor/guardian and obtain initial consent for services
- Assist in the administration of the IPT, MAP or OELPA as needed
- Assist with screening for incoming potential EL Kindergarten students

Intake Testing Assistant (English and Bilingual)

- Administer the English or Spanish IPT, and DIBELS Screener , and Math Intake Assessment
- Complete paperwork related to the documentation of assessment results
- Communicate with the Intake Coordinator regarding student assessment results
- Assist with the administration of the OELPA

EL Director

- Assist in the development, implementation and revision of the EL program
- Provide leadership for the EL program

- Determine program goals, oversee program evaluation, and use data for future improvements and recommendations
- Prepare and maintain budgets, appropriate reports, and student records
- Maintain communication with EL stakeholders (including ODE, district coordinator for federal programs, building principals, staff, parents, community and federal agencies as appropriate)
- Disseminate information about second language education and the EL program
- Assist in the development and implementation of policy and procedures to assure equal education opportunity for EL students
- Recruit and assist in the selection of EL staff
- Conduct EL staff meetings
- Organize and provide staff development and opportunities for professional growth for EL and general education staff
- Keep abreast of the latest developments in second language education through reading, research, and attendance at professional meetings

Referral and Identification of EL Students with Disabilities

EL students have access to the same interventions as all students in Dover City Schools in addition to those interventions afforded them according to their identified language needs. The EL Matrix attached below will be used by school personnel as a **guideline** when considering referral and identification of an EL student with a disability under the Individuals with Disabilities Education Act. **All decisions regarding student interventions, progress monitoring, and referral for evaluation will be considered on a case by case basis and in accordance with that student’s individual strengths and needs.**

EL - TIER BACKGROUND WORKSHEET											
Student Name		OELDA									
Date Form Completed		Speaking	Grade:	Score:	//Grade:	Score:	//Grade:	Score:	//Grade:	Score:	
Current Grade Level		Listening	Grade:	Score:	//Grade:	Score:	//Grade:	Score:	//Grade:	Score:	
Date of Birth		Reading	Grade:	Score:	//Grade:	Score:	//Grade:	Score:	//Grade:	Score:	
		Writing	Grade:	Score:	//Grade:	Score:	//Grade:	Score:	//Grade:	Score:	
Enrollment Date @ Dover		Please refer to Can-Dos at bottom of page									
Enrollment Date in U.S. Schools Retained?		Current Interventions Provided by Teacher:									
# Absences per School Year?		Language based:									
# of Yrs in non-U.S. Schools											
	If so, any difficulties?										
Language(s) Spoken at Home		Academic based:									
ACES Score											
Notes:											

Full worksheet attached [here](#) :

EL-Tier Background Worksheet: To be completed by the classroom teacher before bringing a student to MTSS meeting.

Once at MTSS, teachers and staff will go over the above information as well as answer questions asked in the attached [worksheet](#). This is a multi-step process and will continue over a period of time in regards to differentiating between language and disability.

Taken and adapted from Steven Gill: The ELL Critical Data Process

Appendix

- A. Language Usage Survey
- B. Initial EL Assessment Parent Notification Letter – Student DID qualify as EL
- C. Initial EL Assessment Parent Notification Letter – Student DID NOT qualify as EL
- D. Annual EL Assessment Parent Notification Letter - Student continues to qualify as EL
- E. Annual Assessment Parent Notification Letter - Student met EL Exit Criteria
- F. Description of Programs for Students who Qualify as EL
- G. Parent Notification Response Form
- H. Individual Learning Plan
- I. Orientation Checklist for new EL students
- J. Monitoring Former English Learners Form
- K. Trial Mainstream Form
- L. Opt-Out Newcomer Notification

Appendix A

Language Usage Survey

Dover City Schools LANGUAGE USAGE SURVEY (Encuesta de uso del lenguaje)

Information about the language background of each student is necessary to determine the possible need for language development assistance. (Información acerca del idioma primario es necesario para determinar si se necesita ayuda del desarrollo del inglés.)

Date (Fecha) _____

Name of Student (Nombre de estudiante)

Grade (Grado) _____ Date of Birth (Fecha de nacimiento) _____

Place of Birth (El lugar de nacimiento)

Country (El País)

Name of Parent/Guardian (Nombre de los padres)

Home Address (Dirección de casa)

City (Ciudad) _____ Phone (Teléfono)

Is there a language other than English spoken at home? _____ Yes _____ No

Se habla otro idioma a parte del inglés en su casa? _____ Sí _____ No

If yes, what language? (Si respondió sí, cuál idioma?)

In what language(s) would your family prefer to communicate with the school?

(¿En cuál idioma(s) preferiría su familia comunicarse con la escuela?)

What language did your child learn first?

Cuál idioma aprendió su hijo/hija primero?

What language do the adults at home most often speak?

Cuál idioma se habla más en casa entre los adultos?

What language does your child use the most at home?

(¿Cuál idioma habla su hijo más en la casa?)

Do any adults at home read English? _____ Yes _____ No

Hay algún adulto en casa que pueda leer inglés? _____ Sí _____ No

Do any adults at home read Spanish? _____ Yes _____ No

Hay algún adulto en casa que pueda leer español? _____ Sí _____ No

In what country was your child born?

(¿En qué país nació su hijo?)

Has your child ever received formal education outside of the United States? ____ Yes ____ No

¿Ha recibido su hijo una educación formal fuera de los Estados Unidos? ____ Sí ____ No

If yes, how many years/months? _____

En caso afirmativo, ¿cuántos años/meses? _____

If yes, what was the language of instruction? _____

En caso afirmativo, ¿cuál idioma era el idioma de instrucción? _____

Has your child attended school in the United States ____ Yes ____ No

¿Ha asistido su hijo a la escuela en los Estados Unidos? ____ Sí ____ No

If yes, when did your child first attend a school in the United States?

En caso afirmativo, ¿cuándo asistió primero su hijo a la escuela en los Estados Unidos?

_____/_____/_____

Month (Mes) Day (Día) Year (Año)

Thank you for your help. (Gracias por su ayuda.)

Appendix A For School District Personnel: If the answer to any question above is a language other than English, indicate the student's native/home language to EMIS and send a copy of this form to the English Learner Program Director.

Appendix B

Initial EL Assessment Parent Notification Letter – Student DID qualify as EL

To the Parent/Guardian of:

Our district is required to assess the English language proficiency of all students whose home or native language is a language other than English. Your child’s English communication skills have been assessed because your child’s home or native language is not English (as indicated on the language usage survey). We have used a screener to initially assess your child’s English language proficiency in the areas of Speaking, Reading, Listening, and Writing. The following are the results of your child’s English initial language assessments:

Ohio English Language Proficiency Screener (OELPS) Results

Performance on Domains: 1=Beginning, 2=Early Intermediate, 3=Intermediate, 4=Early Advanced, 5=Advanced

Listening: ____ Reading: ____ Speaking: ____ Writing: ____

Mark if Non-Participant: ____

Based on the results of the initial English language screener as indicated above, your child is not proficient in speaking, reading, and writing the English language and DOES qualify for services as an English learner. The program or combination of programs indicated below is designed to help your child attain English language proficiency as quickly as possible so that your child can participate effectively where English is the language of instruction (see definitions enclosed). We strongly encourage your child’s participation in the English language development program. However, you have the right to remove your child from the language instruction program at any time.

English as a Second Language (ESL)

In-class/Inclusion Instruction

Structured English Immersion (SEI)

Native Language Support

Transitional Bilingual Education (TBE)

English Learner Tutoring Sessions

A student attains the required level of English proficiency to be exited from a district’s English Learner program when he or she 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 K-12 are eligible for reclassification if the student receives a performance level of proficient.

Based on your child’s level of English language proficiency, we expect that your child will receive English language services for approximately 4-7 years. In the most recent school year, 25.5% of our high school English Learner students graduated in four years and 16.2% of these students graduated within one additional year.

If your child has a disability, we will ensure that an individualized plan addresses the language needs of your child. If you have questions regarding your child’s test results or program placement, please contact Britni Toukonen by calling (330) 364-7148.

Appendix C

Initial EL Assessment Parent Notification Letter – Student DID NOT qualify as EL

To the Parent/Guardian of:

Our 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 (as indicated on the language usage survey). We have used a screener to initially assess your child’s English language proficiency in the areas of Speaking, Reading, and Writing. The following are the results of your child’s English initial language assessments:

Performance on Domains: 1=Beginning, 2=Early Intermediate, 3=Intermediate, 4=Early Advanced, 5=Advanced
Listening: _____ Reading: _____ Speaking: _____ Writing: _____
Mark if Non-Participant: _____

Based on the results of the initial English language screener as indicated above, your child is not proficient in speaking, reading, and writing the English language and DOES NOT qualify for services as an English learner. Your child will be placed in the general education courses and his/her progress will be monitored.

If you have questions regarding your child’s test results or program placement, please contact **Britni Toukonen**, by calling (330) 364-7041.

Sincerely,

Appendix D

Annual EL Assessment Parent Notification Letter - Student continues to qualify as EL

To the Parent/Guardian of:

Our district is required to annually assess the English language proficiency of all students who have been identified as Limited English Proficient. Your child's English language proficiency was assessed in Spring ___ using the Ohio English Language Proficiency Assessment (OELPA). A detailed report of your child's Spring ___ OELPA results is enclosed with this letter. Based on the results of your child's English language proficiency assessment, the following program or combination of programs is being offered to help your child learn English and make academic progress (definitions enclosed):

English as a Second Language (ESL)
Structured English Immersion (SEI)
Newcomer Program
In-Class or Inclusion Instruction
Native Language Support
English Learner Tutoring Sessions
Individual Education Plan (IEP)

The program or combination of programs indicated above is designed to help your child attain English language proficiency as quickly as possible so that your child can participate effectively in classrooms where English is the language of instruction. We strongly encourage your child's participation in the English language development program. However, you have the right to remove your child from the language instruction program at any time.

A student attains the required level of English proficiency to be exited from a district's English Learner program when he or she 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.

The length of time your child will receive English language services is dependent upon many factors; however, an average length of time to become proficient with the English language is approximately 4-7 years. In the most recent school year, 25.5% of our high school English Learner students graduated in four years and 16.2% of these students graduated within one additional year.

If your child has a disability, we will ensure that an individualized plan addresses the language needs of your child.

You can help your child by talking with his or her teacher to learn more about what your child's performance levels mean and to discuss services that are being provided at school to help your child learn English. If you have questions, please contact Seth Corder by calling (330) 364-1906.

Sincerely,

Appendix E
Annual Assessment Parent Notification Letter - Student met EL Exit Criteria

To the Parent/Guardian of:

Our district is required to annually assess the English language proficiency of all students who have been identified as Limited English Proficient. Your child's English language proficiency was assessed in Spring 2023 using the Ohio English Language Proficiency Assessment (OELPA). A detailed report of your child's Spring 2023 OELPA results is enclosed with this letter. Based on the results of your child's English language proficiency assessment, your child meets the following criteria and will be no longer identified as an English learner.

Exit Criteria: A student is reclassified (no longer identified as an English learner) when the student has attained a performance level of **Proficient** on the OELPA. The **Proficient** performance level is defined as performance levels of 4s and 5s in any combination across all four tests (listening, reading, writing and speaking). Students in Kindergarten through 12th grade are eligible for reclassification if the student receives a performance level of **Proficient**.

In the most recent school year, 25.5% of our high school English Learner students graduated in four years and 16.2% of these students graduated within one additional year.

If you have questions regarding this letter or the enclosed family report, please contact Seth Corder by calling (330) 364-1906.

Sincerely,

Appendix F

Descriptions of Programs for English Learner Students

English as a Second Language (ESL) – Using this educational approach, limited English proficient students are directly instructed in the use of the English language. Instruction is based on a special curriculum that typically involves little or no use of the students’ native language and is usually taught during specific school periods. For the remainder of the school day, students may be placed in mainstream classrooms. ESL classes may focus on teaching formal English grammar and on promoting natural communication activities (free conversation, games, and discussions on familiar topics). Reading and writing are practiced as well as oral communication skills in English.

Structured English Immersion (SEI) – Structured immersion is an instructional approach used to make academic information and concepts understandable to EL students. Students in these classes are “sheltered” in that all of the students in the classroom setting are EL students. The subject matter is introduced in a way that can be understood by EL students. The teacher adapts the language of instruction to the English level of the students’ linguistic and cognitive capabilities. Also, the teacher makes frequent use of visual aids, concrete experiences and manipulative materials. In this approach, students have the opportunity to develop the oral and written language skills they need to make academic progress in content areas such as mathematics, social studies and science.

Newcomer Program- In this program, students are purposefully placed based on their previous schooling and language level. The courses are developed to support both language and content acquisition in the areas of social studies, science, mathematics, and English language arts.

In-Class or Inclusion Instruction - In this approach, EL students are together with their native-English speaking peers in the same classroom, but an ESL or bilingual education specialist is available in the classroom to support the EL students. For example, the ESL or bilingual education specialist may provide guidance to the EL students as they are working on a group project or individual assignment. Teachers also make use of the SIOP strategies daily in order to allow students to access the four language domains. Teachers utilize individual learning plans to make sure that each student’s unique language needs are met.

Native Language Support – Native language support is usually provided by bilingual instructional assistants, who use the student’s native language to explain certain information and concepts about academic content that the student does not understand in English.

English Learner Tutoring Sessions – Individual or small-group tutoring sessions are used most commonly when there are very few EL students enrolled in a school district. The tutoring sessions may focus on promoting basic English communication skills or on English for academic purposes.

Individual Education Plan - This is a plan developed for students who have been identified as having a disability. The IEP describes the specially designed instruction and services the student needs. These services may be in addition to or in place of services related to the student’s English language proficiency status.

***Note:** Limited English proficiency 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, he or she will be provided instruction consistent with an Individualized Education Plan developed in collaboration with you, your child’s teachers and other specialists.*

Appendix G
Parent Notification Response Form

Student Name: _____

Parent/Guardian Please complete this form and return to:
Padres/Guardian Por favor llena y devuelva esta forma a:

Britni Toukonen
Dover City Schools
219 W. 6th Street
Dover, Ohio 44622

I understand the information in this letter. Yes No

Entiendo la informacion en esta carta Si No

I accept to have my child receive the program services indicated in this letter. Yes No

Acepto que mi hijo/hija recibe estos servicios indicados en esta carta. Si No

I would like someone to explain the information in my native language. Yes No

Me gustaria que alguien me explica eso en mi lengua nativo. Si No

My native language is _____

Mi lengua Natal es _____

If you do not accept to have your child receive the program services indicated in this letter, we will discuss with you other support that your child may receive.

Si no acepta que su hijo/hija recibe los servicios que están programados para ellos, podemos hablar de otros servicios que se puede ofrecer.

Parent/Legal Guardian's Signature
Firma de Padre/Guardian

Date
Fecha

Telephone Number _____

Número de teléfono _____

Appendix H
Individual Learning Plan (these have been converted to Google Form)

Student Name: _____

School Year: _____ Building: _____ Grade: _____ # of years in US Schools: _____

Indicate OELPS results ONLY if OELPA scores are not available.

OELPS Results **English** **Spanish**
 Performance on Domains: 1=Beginning, 2=Early Intermediate, 3=Intermediate, 4=Early Advanced, 5=Advanced
 Listening: _____ Reading: _____ Speaking: _____ Writing: _____
 Mark if Non-Participant: _____

OELPA 2018 Results

Overall Proficiency Status: 3 = Proficient, 2 = Progressing, 1 = Emerging
Performance on Domains: 1 = Beginning, 2 = Early Intermediate, 3 = Intermediate, 4 = Early Advanced, 5 = Advanced

_____ Overall Proficiency Status: _____ Listening: _____ Reading: _____ Speaking: _____ Writing: _____

Special Programs / Services

- | | |
|---|--|
| _____ ESOL I (<i>Newcomer</i>) | _____ ESOL II (<i>Intermediate</i>) |
| _____ Transitional Math I (<i>Newcomer</i>) | _____ Transitional Math II (<i>Intermediate</i>) |
| _____ Tutoring Sessions Offered | _____ CORE Plus (DMS only) |
| _____ Native Language Support | _____ IEP |

Other _____

Accommodations – Statewide/District Testing

- | | | |
|-------------------------------|--|--------------------------------|
| _____ Extended Time | _____ Word to Word Dictionary | _____ Oral Translation of Test |
| _____ Scribe (In English) | _____ Text to Speech English | _____ Text to Speech Spanish |
| _____ Text to Speech Tracking | _____ Stacked SPA/ENG bilingual form of the test | |

Accommodations – Classroom

<p>Pacing</p> <p>_____ Extended Time</p> <p>_____ Reduce Assignments</p>	<p>Environment</p> <p>_____ Preferential Seating</p> <p>_____ Peer Buddy</p>
<p>Presentation</p> <p>_____ Simplify Content Language</p> <p>_____ Re-teaching / Reinforcement of Concepts</p> <p>_____ Use Visuals / Graphic Organizers / Models</p> <p>_____ Pre-teach / Directly Teach Vocabulary</p> <p>_____ Emphasize Critical Information / Concepts</p> <p>_____ Explanation / Re-teaching in Native Language</p>	<p>Materials</p> <p>_____ Oral Versions of Textbooks</p> <p>_____ Highlight Texts, Study Guides, Notes</p> <p>_____ Provide Copies of Notes</p> <p>_____ Adjust Lexile Level</p> <p>_____ Word to Word Translation Dictionary</p> <p>_____ Text Translation in Native Language</p>
<p>Assignments</p> <p>_____ Adjust Lexile Level</p> <p>_____ Give Directions in Small Steps</p> <p>_____ Shorten Assignment</p> <p>_____ "Chunk" Large Assignments</p> <p>_____ Use Alternate Assignment</p>	<p>Testing</p> <p>_____ Extended Time</p> <p>_____ Allow Student to Answer Orally</p> <p>_____ Reduce Multiple Choice Answers</p> <p>_____ Word to Word Translation Dictionary</p> <p>_____ Scribe Answers in English</p> <p>_____ Read Test Aloud in English</p> <p>_____ Read Test Aloud in Native Language</p> <p>_____ Oral Translation of Test</p>

Appendix I
Orientation Checklist for New EL students

Phase 1: New Student Orientation **Date:** _____

- Welcome -**
 - Confirm basic info - name, address, phone number, guardian name.
 - Introduce their direct resources (ELL interpreters, office support, ELL tutors, etc.).
 - Gain a bit of background on them - do they have siblings or cousins in school, are they here with a sponsor or parent, what was their educational level when leaving their country?
- Busing** - Do they have any questions about busing? Do they take the bus? If not, explain why (distance).
- Locker** - Explain how the combination lock works and have them practice a few times.
- Lunch** - Give lunch code and check with Angie if they are receiving reduced or free lunch.
- Absences** - Explain absences and notes for excused absences.
- Arriving late**
- Detentions**
- Hall Pass** - Explain how and when to use it, ask teacher, sign out and take pass to bathroom, etc.
- After-school help** - is offered on M, T, W with Spanish language assistance.
- Schedule:**
 - Bell schedule - review delay and advisory/activity schedules.
 - Class schedule - review and explain which classes have an interpreter.
- Walk-Through:**
 - School tour - show all classrooms, cafeteria, library, gym, locker, bathroom.
 - After-school help - is offered on M, T, W with Spanish language assistance.
- Technology:**
 - Give their phone number to the technology office to be added to snow day/delay day announcements.
 - Take them through creating Google username and password- log-in to computer and show them how to access Google classroom and email.

Phase 2: New Student Follow Up (revisit student after 4 weeks) **Date** _____

- Goals:**
 - Review their goals for school.
 - Issues, concerns, areas of help needed.
- Technology:**
 - Set up computer log in.
 - Explain Progress Book.
- Working Students:**
 - Review options for working students.

Name: _____

Lunch Code: _____

Locker #: _____

Schedule: _____

Locker Code: _____

Appendix J

Monitoring Former English Learners Form (these have been converted to Google Forms)

Monitoring Former English Language Learners Cover Sheet

(This form is to follow a student who has exited ELL status for a *two-year period* - this form should be visited on a quarterly basis.)

Student Information	
Student Name:	Date of Birth:
School Name:	
Date Entered U.S. Schools:	
Home Language:	

MAP/AIR Results						
	Year One			Year Two		
	Fall	Winter	Spring	Fall	Winter	Spring
MAP Reading						
MAP Math						
AIR Results						
	Year One			Year Two		
AIR ELA						
AIR Math						
AIR Science						
AIR ELA 1						
AIR ELA 2						
AIR Algebra						
AIR Geometry						

Other		
-------	--	--

Teacher Observation Monitoring Form

Teacher Observations
Rating Scale: 1:Never 2:Seldom 3: Sometimes 4:Often 5: Always

Characteristic:	1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks
Completes class assignments on time				
Participates effectively in class discussions				
Works independently				
Completes homework assignments				
Displays effort				

Attendance and Tardy Data

	1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks
Attendance				
Tardy				

Comments and Action Steps

Comments:	After considering the child's academic progress, check one of the boxes below
Student meets grade-level academic standards or benchmarks	
Student does not meet grade-level academic standards or benchmarks. Limited English language proficiency in one or more language domains is a reason the student is not meeting grade-level academic standards or benchmarks	

Action steps:	
Date: Person completing form and Title: Team Members:	

Appendix K
Trial Mainstream Letter

Trial Mainstream Progress Monitoring

(This form is to be completed only for students who are currently transitioning from a TESOL classroom.)

This form can help you document the progress of an English Language Learner. Complete a new form for **each midterm and report card** to learn about the student’s overall academic progress and gains in English proficiency. Use the form to help you plan next steps , and share this assessment with other educators who are assisting your student.

Student’s name: _____ Grade: _____ Date: _____

Class: _____ Teacher: _____

Performance in class on:	Low		Average		High
Oral comprehension	1	2	3	4	5
Reading comprehension	1	2	3	4	5
Completes writing assignments	1	2	3	4	5
Works independently	1	2	3	4	5
Asks for help when needed	1	2	3	4	5
Successful completion of tests and assessments	1	2	3	4	5

Recommendations: What kind of help does this student need during the coming weeks or months?

How can these recommendations be accomplished?

*Adapted from Colorin colorado! 2018

Appendix L
Newcomer Opt-Out Letter for Parents/Guardians/Sponsors

To the Parent/Guardian of:

Our district provides English learner services to students who qualify. Based on language testing scores as well as academic needs, we have identified your student as needing additional support in his/her classwork. Your student will take classes that support both their English language development and their academic content. Teachers of these classes are trained in supporting students who are learning English. These classes will consist of English Language Development, Social Studies, Science, and Mathematics. This program of studies is designed to help your child attain English language proficiency as quickly as possible so that your child can participate effectively where English is the language of instruction.

If you wish for your student to **NOT** receive these classes or have any questions, please call the school at (330)-364-7148.

Sincerely,

Newcomer Intake Placement Chart

Intake Newcomer Placement

This form will collect data on the placement of a student into the newcomer program at the high school level. This information will be collected during the intake process and shared with pertinent staff when it comes to placement of the student either into mainstream coursework or the newcomer program.

🔗 toukonenb@dovertornadoes.com (not shared) [Switch account](#)
🔒

* Required

Student performance on the Spanish Initial Placement Test (IPT) during intake *

No response-Oral test discontinued

Very limited proficiency (only oral test given)

Limited Spanish proficiency (lower scores on reading and writing)

Fluent Spanish proficiency (on all oral, reading, and writing)

DIBELS Screener (English Only)

No identification of letters or sounds in English

Identification only of letters and sounds in English

Produced letters and sounds in English

Produced all letters and sounds and read sight words and decodable words in English

Previous education of student

No transcripts

K-6 transcripts

9-12 transcripts presented

Trauma screener (also refer to ACES survey conducted)

	0	1	2	
High Trauma (0)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Low trauma (1)

Observational data

	0	1	2	
Withdrawn/ little interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Active and alert/interaction amongst family