

Book	Valley STEM + ME2 Academy policy manual
Section	Section I: Instruction
Title	English Learners
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English Learners

The Governing Board recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the District, the District shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Students in a language minority or who are English learners are identified, assessed and provided appropriate services.

The Governing Board directs the administration to develop and implement instruction programs that:

1. appropriately identify language minority students;
2. provide the appropriate instruction to English learner students to assist them in gaining English language proficiency, as well as content knowledge, in reading/language arts and mathematics and
3. annually assess the English proficiency of students and monitor their progress in order to determine their readiness for the mainstream classroom environment.

The District requires all English learner students to be tested. Alternative assessments may be required. Students must make yearly gains toward closing the achievement gap as defined by the State Board of Education performance targets.

The District provides parents with notice of and information regarding the instructional program as required by law. Parent and family involvement is encouraged and parents are regularly apprised of their child's progress.

Legal

[42 USC 2000d](#)

[Elementary and Secondary Education Act; 20 USC 1221 et seq.](#)

[34 CFR Part 200](#)

[ORC 3301.0711](#)

[ORC 3302.01](#)

[ORC 3302.03](#)

[ORC 3313.61](#)

[ORC 3313.611](#)

[ORC 3313.612](#)

[ORC 3317.03](#)

[ORC 3331.04](#)

[OAC 3301-35-04](#)

[OAC 3301-35-06](#)

[OAC 3301-35-07](#)

Cross References

[AC - Nondiscrimination](#)
[IGBJ - Title I Programs](#)
[IGBL - Parent and Family Involvement in Education](#)
[JB - Equal Educational Opportunities](#)
[JK - Employment of Students](#)

Valley STEM + ME2 Academy

Policy and Plan for the Identification and Service of Children who are English Language Learners

Overview

The Valley STEM + ME2 Academy District serves English Language Learners through tutoring services, computer based instruction and differentiated classroom instruction. Support is provided through collaboration between general education teachers and a Teaching English to Speaker of Other Languages to support English language learning. Valley STEM + ME2 Academy is a member of the Title III Consortium of the Educational Service Center of Eastern Ohio.

Mission Statement

The Valley STEM + ME2 Academy District provides instructional support and attends professional development tailored to our district's needs. The district in collaboration with the Title III Consortium continues to seek opportunities for tailored evidence based and best practice instruction to increase student achievement and growth toward standards and acquisition of the English language.

Board Policy

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Definition of English Learner (EL)

A child who is identified as an English Learner is enrolled in an elementary or secondary school; has a native/home language other than English, whether born in the U.S. or another country; and has such difficulty speaking, reading, writing or understanding English that the student may be unable to perform well enough in class or on state tests to meet expected state standards for achievement (Source: ODEW Proficiency Rules).

Procedures for Identifying EL Students

1. A Language Usage Survey is completed as a part of the registration packet for each student.
2. If the Language Usage Survey indicates a language other than English is spoken at home that student is assessed in his/her ability to read, write, speak, listen and comprehend in English, through an assessment called the Ohio English Language Proficiency Screener (OELPS).
3. If a student scores proficient in all five areas, he or she is not considered an English Learner. If a student scores below proficient in any one or more of the five areas, he or she is considered an English Learner (EL).
4. If a student is identified as an EL, the school determines how services will be delivered, through collaboration between an EL tutor and the student's teachers. The programs/services delivered are research-based positive practices.
5. The school notifies and seeks permission of parents or guardians whose children will participate in EL services.

6. Schools determine if students who are EL are eligible for accommodations on statewide achievement tests, according to state law.

7. Schools use a statewide test of English Learners, the OELPS to screen for eligibility and the Ohio English Language Proficiency Assessment (OELPA) to test proficiency.

Two Types of Language

- **Basic Interpersonal Communicative Skills (BICS)**: This is social language and develops in 1-3 years. This is the day-to-day language needed to interact with other people. Ells use SICS on the playground, in the cafeteria, on the bus. This language is context-based.
- **Cognitive Academic Language Proficiency (CALP)**: This is academic language and takes 5-77 years to develop. There are general academic words and content-specific words. Academic language is context-reduced, especially in the upper grades.

English Proficiency Levels of EL Students

Pre-functional: Students at this level may understand some isolated words (particularly school and social environment vocabulary), some high-frequency social conventions, and simple (single-word or short-phrase) directions, commands and questions. They rely on 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.

Beginning: As EL 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).

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, characters and so on. They are most successful constructing meaning from texts for which they have background knowledge upon which to build. They are able to generate more complex texts, a wider variety of texts and more coherent texts than beginners. Texts still have considerable numbers of non-conventional features.

Advanced: At this level, students' language skills are adequate for most day-to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty understanding and using some idioms, figures of speech and words with multiple meanings. They communicate in English in new or unfamiliar settings, but have occasional difficulty with complex structures and abstract academic concepts. Students at this level may read with considerable fluency and are able to locate and identify the specific facts 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. Source of the above proficiency level descriptions of Beginning –Advanced: Teachers of English to Speakers of Other Languages (TESOL), Inc., 1997, pp. 20-21.

Proficient/Trial-mainstream: At this final stage, students usually can participate in academic topical conversations without difficulty. In most cases, they can follow complex and multi-level directions without assistance and they can understand oral information provided via electronic audio and video media. Students at this level usually speak English fluently in social and grade-level academic settings and they control age-appropriate syntax and vocabulary in their speech. Generally, students read and understand factual information in non-technical prose as well as discussions on concrete topics related to

special events. They comprehend standard newspaper items addressed to the general reader, correspondence reports and technical materials. At this level, they can write short papers and clearly express statements of position, points of view and arguments. In their writing, they usually show control of varied sentence structures, spelling and vocabulary, expressing well-developed thoughts. During this transition stage, the students' progress is carefully monitored and additional support is provided on an as-needed basis. Students at this level of proficiency are no longer considered English Learners, but will be monitored for sufficient progress.

Criteria for Exiting EL Program

To be exited from EL programs in Ohio, students need to demonstrate the ability to understand, speak, read, and write the English language at a level in which they are able to:

1. Achieve successfully in classrooms where the language of instruction is in English;
2. Meaningfully participate in academic assessments in English; and
3. Participate fully in society in the United States. A student has attained the required level of English proficiency to be exited from a district's EL program when the student:
 - Obtains a composite score of 3 on the Ohio English Language Proficiency Assessment.

Monitoring Former English Learners (from ODEW Website)

Once proficient, schools reclassify English learners and monitor the now former English learners for a minimum of two years. During this period, schools and districts monitor and regularly assess the progress of English learners who met the exit criteria to ensure that:

- They have not been prematurely exited;
- Any academic deficits incurred as a results of participating in the English language development program have been remedied; and
- They are meaningfully participating in the standard program of instruction comparable to their non-English learner peers.

Procedures for Re-Identifying ELL students would follow ODEW and district procedures and policies.

If you have questions, please call your building principal or
Cassandra Psaras, Valley STEM + ME2 Academy School Counselor
(330)729-4000