



English Learner (EL) Program Manual

NEWARK CITY SCHOOLS
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Mission, Vision and Goals

The mission of Newark City Schools is to ensure a quality education for all students to become productive citizens in a global society. To accomplish the mission of Newark City Schools we will provide superior resources, rigorous and relevant programs, a safe and secure learning environment, and a highly skilled and caring staff in partnership with students, parents, and community members.

Our key mission is increasing student achievement through effective teaching. We work with administrators and teachers on staff development, graduation standards, coordinated curriculum, assessment and effective teaching practices. Our goal is for each student to have an appropriate, consistent, and challenging educational program.

- We will develop and implement a plan to assure all students graduate.
- We will develop and implement ways to improve perception of Newark City Schools.
- We will align resources and create partnerships to ensure the success of our individual students.
- We will develop and implement a program to gather student input to ensure that we meet our mission.
- We will develop and implement systems that will ensure we eliminate the achievement gap.
- We will develop and implement a system to measure students' grade level achievement in all subjects.

English Learner (EL) Program Statement and Goals

English learner (EL) students have the same rights, privileges and responsibilities as other students at Newark City Schools. The purpose of English Learners' services is to help EL students overcome their linguistic, cultural, and academic difficulties and assure that they receive an equal educational opportunity. This will be achieved through active and regular collaboration between the general education classroom and the EL teachers.

The goal of the EL Program is to provide high-quality instruction in the English language domains of listening, speaking, reading, and writing. Newark City Schools strives to provide appropriate modifications and accommodations in the general education classrooms so that EL students may develop the English language skills necessary to successfully achieve both academically in school and socially in the United States.

Assurances

The following assurances are met for EL students in accordance with the Ohio Department of Education's mandated adherence to Section 3116 of the Every Student Succeeds Act (ESSA): Local Plans

- Assurance that the district complies with the Parent Notification requirements for identification, assessment results, and program planning;
- Assurance that the district is not in violation of any State law regarding LEP education consistent with sections 3126 (Legal Authority under State Law) and 3127 (Civil Rights); and
- Assurance that the district's program will enable children to speak, read, write, and comprehend the English language and meet the challenging State academic content and achievement standards.

English Learner (EL) Overview

Adapted from the Ohio Department of Education Website

Definition of English Learner:

The term "English Learner (EL) refer to the student 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. ELs may be born in the USA or come from other countries.

Stages of Second Language Acquisition (Krashen & Terrell, 1983)

Preproduction – Preproduction or the silent period. New students just listen. Some may not speak for weeks or months. Do not force them. Some will start using simple learned phrases and simple sentences.

Early Production – Students will develop a vocabulary of about 1,000 words; speak in one or two word phrases, memorized chunks and simple sentences. This may last about 6 months.

Speech Emergence – Students will develop a vocabulary of about 3,000 words, use simple sentences, ask simple questions, read easy stories, and write simple sentences.

Intermediate Fluency – Students have 6,000 words, use more complex sentences, and ask questions. They will still have grammar errors.

Advanced Fluency – It can take 4 – 10 years to achieve this. Students are able to cope in the classroom but will still need help with vocabulary, idioms, writing and content such as social studies.

Two Types of Language

Researcher Jim Cummins differentiated between social and academic language.

BICS - Basic Interpersonal Communicative Skills

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 BICS on the playground, in the cafeteria, on the bus. This language is context based.

CALP – Cognitive Academic Language Proficiency

This is academic language and takes 5- 7 years to develop. There are general academic words and content specific words. Academic language is context reduced, especially in the upper grades. According to Cummins, students who have developed BICS but not CALP do not lack higher order thinking ability; they simply lack the language to succeed in school. This is especially apparent in the writings of our English Learners who are challenged with conventions of English writing, spelling, punctuation, and grammar.

English Learner Program Outline

Step 1: Language Usage Survey (LUS)

Step 2: Identification Assessment (OELPS)

Step 3: Parent Notification

Step 4: Program Placement

Step 5: Annual Progress Review (OELPA)

Step 6: Program Exit

Step 1: Language Usage Survey

When students enroll in Newark City Schools, each family must complete a Language Usage Survey (LUS) questionnaire to determine the primary language of every student. If any answer on the LUS questionnaire from 1 through 4 indicates a language other than English, a copy of the LUS will be sent to the EL specialist.

The following questionnaire is used to identify a potential EL:

- (1) In what language(s) would you prefer to communicate with the school?
- (2) What language did your child learn first?
- (3) What language does your child use the most at home?
- (4) What languages are used in your home?

Step 2: Identification Assessment

After a student is identified as a potential EL, the licensed EL specialist will administer the Ohio English Language Proficiency Screener (OELPS) to determine whether the student qualifies for EL services. The OELPS timeline is 30 calendar days at the beginning of the school year, and 2 weeks to complete the identification process for a newly enrolled student during the school year. If a student's proficiency status is Emerging or Progressing on the OELPS, the student is identified as Limited English Proficient and enrolled in the EL program.

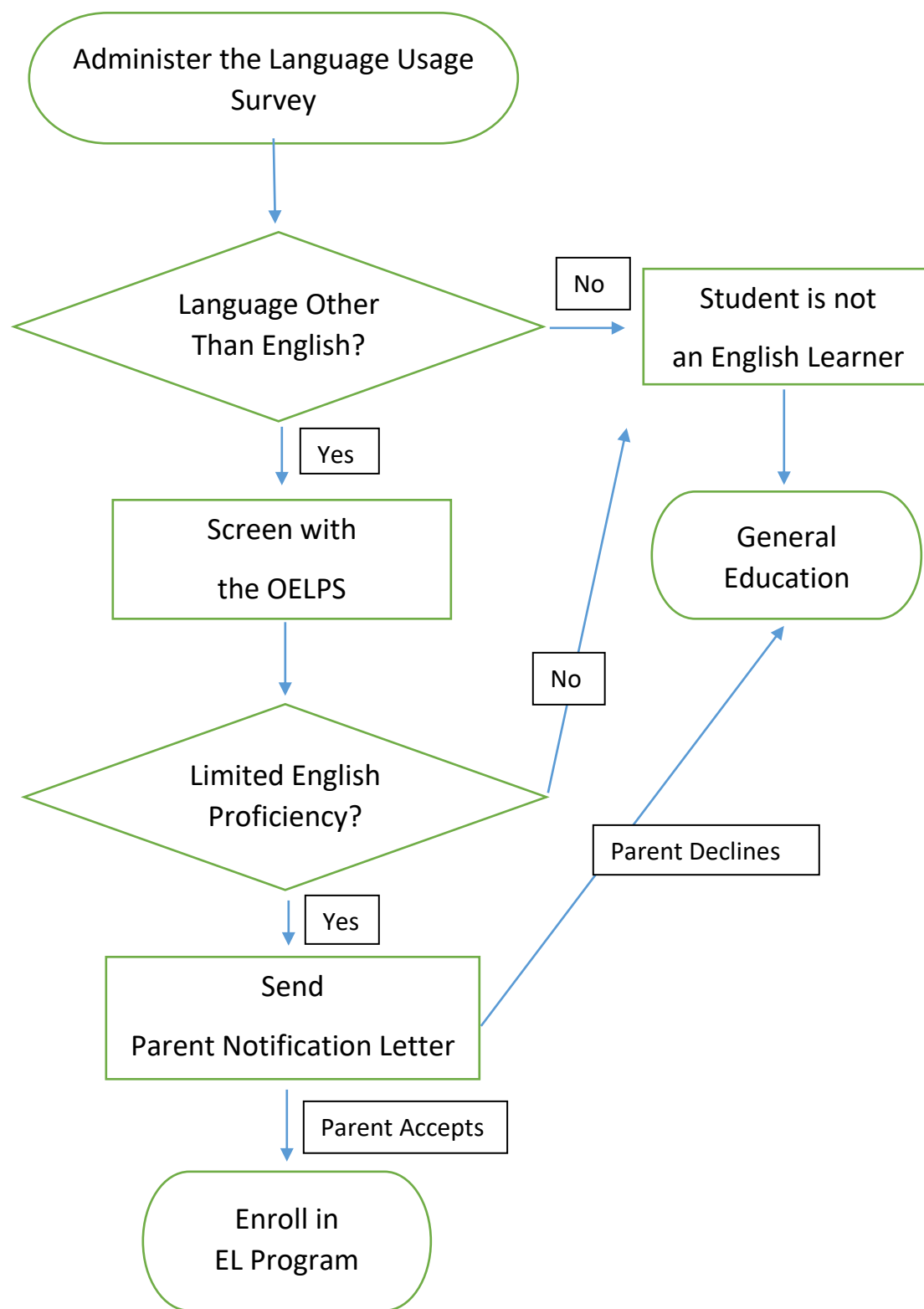
Step 3: Parent Notification

NCLB requires that schools must complete the identification process and notify parents or guardians of the student's identification as an English learner within 30 days of the student's initial enrollment in school, or within 2 weeks if an English learner is newly enrolled during the school year.

Parents will be notified with a Parent Notification Letter (in the student's home language, if necessary) indicating that their child has qualified for the EL program based on the OELPS assessment. The letter will include information on:

- (1) Reason for identification
- (2) Assessment of English proficiency and placement level
- (3) How the program will help their child learn English
- (4) Exit requirements
- (5) Consent form to be filled out and returned by parent

EL Identification Procedure Flowchart



Step 4: Program Placement

Newark City School district EL teachers travel to several schools to work with small groups of EL students scattered throughout the district. The EL students ranging from Kindergarten through 12th grade participate in a pull-out program. One of the biggest advantages of the pull-out ESL program is that class sizes are usually much smaller than the grade-level classroom. When students receive instruction in small groups, they naturally also receive more of the teacher's attention. This means the students have more opportunities to practice speaking, as there are fewer children competing to talk. Students are also less likely to become distracted since there is less activity than in a large classroom.

The EL instruction is aimed at developing English grammar, vocabulary and communication skills. The student spends most of the school day in a mainstream classroom and receives EL instruction individually or in small groups. The instruction time is 30 minutes for elementary school students, 30-40 minutes for middle school students, and 45 minutes for high school students. The frequency is determined by the student's English proficiency level.

At the elementary school level, students will be pulled out of the regular classroom to receive the EL services. The EL teacher works with classroom teachers to create each student's schedule. The instruction focuses on literacy instruction, scaffolding of classroom assignments, and building cultural and background knowledge to support classroom instruction.

At the middle and high school level, students will meet with the EL teacher during their study hall periods or academic assist periods. If the students do not have any flex time, the students will be pulled out during a portion of Language Arts class. The instruction focuses on vocabulary, grammar, reading comprehension, speaking and writing skills as well as explore cultural and community issues. The EL teacher will assist students with homework, classroom assignments, test preparations, as well as provide individualized English instruction.

Step 5: Annual Progress Review

State and federal law require an annual assessment of K-12 students identified as English learners to measure their English language proficiency. All ELs are administered the Ohio English Language Proficiency Assessment (OELPA) annually to determine their English language proficiency. The OELPA is composed of four tests which measure a student's skills in four key domains (listening, reading, writing, and speaking). The OELPA assessment system measures growth in English language proficiency based on the newly developed English Language Proficiency (ELP) Standards. It provides valuable information that informs instruction and facilitates academic proficiency in English to help make sure all ELs leave high school well-prepared for college and career success.

In addition to the OELPA, all ELs in the Newark City School district will be assessed with the LAS Links assessments to measure ongoing English acquisition as grade level instruction ensues at the beginning of each school year. The assessments are banded by the following grade levels: K-1, 2-3, 4-5, 6-8, and 9-12.

Accommodations for ELs

Students will take a variety of national and state standardized assessments in reading, writing, math, science, and social studies. EL students will receive accommodations to assist with their understanding of testing material and the clarity of their response. These accommodations are assigned based on each individual student's needs. Accommodations may include:

- Extended time
- Bilingual Test Form (Spanish/English)
- Use of translation services
- Use of word-to-word dictionary (English/native language)

Step 6: Program Exit

Annually, at the end of school year, the reclassification process will be performed as per the OELPA results.

In OELPA, there are three overall performance levels: **Proficient, Emerging and Progressing**. The performance levels are determined as follows:

- "Proficient" students are those scoring any combination of 4's and 5's across all four domains;
- "Emerging" students are those scoring any combination of 1's and 2's across all four domains;
- "Progressing" students are those scoring any combination across the four domains that does not fall into Proficient or Emerging.
- In order to exit from the LEP program, a student must score any combination of 4's and 5's across all four domains.

A student exits the EL program when the student has attained a performance level of Proficient on the OELPA. The Proficient performance level is defined as achieving 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 exiting if the student receives a performance level of Proficient. In order to help ensure academic success in the classroom, exited students are monitored by the EL teachers for 2 additional years

Teaching Tips

Adapted from the Ohio Department of Education Website

Comprehensible Input

Students learn by hearing and reading English that is slightly above their current English level. This is called comprehensible input. Students will be given the opportunity for comprehensible output – to show what they know through pictures, simple English, etc.

Speaking with an EL

Depending on the student's level, the teacher may need to speak slowly and in short sentences, avoiding idioms and slang. They will ask the student to show that they understand.

Use of the student's native language

If the teacher knows the language, they will use it judiciously to help the students understand the lesson.

Culture

The teacher wants to learn about the student's culture. They want to celebrate that culture with stories and artifacts. Literacy is biographical in terms of how the child was introduced to reading as a toddler. It is very important for the teacher to know what the child has been exposed to in terms of literacy in the home. For some English Language Learners, there has been little exposure to literacy; in other cultures, rich literacy exists. A teacher may have an English Language Learner share a favorite book from their home country. This demonstrates a respect for the student's culture.

Modify Instruction and Assessment

Especially for Beginners and low intermediate students, teachers will need to determine the essential learning of the topic and then find materials at the EL's level. The EL teacher will have resources. The teacher will modify instruction and assessment and allow the EL to show their understanding through pictures, labeling, using a word bank or having fewer questions. The teacher will encourage the use of a bilingual dictionary in class work and assessments.

Strategies the Teacher May Use

- Use movement, songs, rhymes, and finger plays.
- Bring in real items and models that students can touch and can talk about.
- Graphic organizers help students see relationships.
- Use Visuals – a picture is worth a thousand words.
- Build background knowledge. E.g. Students might not know about the tooth fairy or lemonade stands. American history will be a challenge.
- Make connections to their home culture when possible.
- Model thinking through “think-a-louds” for determining a word meaning, finding main ideas, making inferences, doing a math problem and so on.
- When reading a book, stop to make predictions, connections and clear up confusions. This is also a great strategy to figure out unknown vocabulary and to improve reading comprehension.

Teachers who model the Think-aloud Strategy strengthen inferring, summarizing, predicting, questioning and connecting...all effective reading strategies.

- Encourage and teach dictionary use. Teach about multiple meanings.
- Allow ample wait time for ELs to answer a question.
- Use cooperative learning groups in different ways. Sometimes group students with the same language together. Other times group students with different languages together so that English is the “common denominator.”
- Give directions orally and in writing.

More Tips Teacher May Use

Involve the parents in the child’s learning. Get to know the student’s family. By getting to know the family the teacher will get a snapshot of the resources in the home, literacy experiences, and the family’s perceptions of learning. A teacher may also understand the level of student learning in their first language.

In writing, ELs have trouble self-editing as they don’t know recognize their errors. Develop writing skills through explicit instruction and practice. Direct instruction along with interactive approaches or grouping the English Learners with more competent writers will produce significant gains. This approach includes peer-learning and cooperative learning and allows the EL to learn from the models of others. In time the EL and members of the cooperative learning group can engage in shared writing experiences and project-based activities.

ELs can often decode well, but have difficulty comprehending what they read. Some tools that support reading comprehension are using sticky notes to flag pages that may answer questions that they have, working in small groups to connect with the text, using graphic organizers such as Venn Diagrams to support understanding, using question bookmarks as a tool to pose questions about the text, and using a Story Retelling Matrix to scaffold the skill of retelling the basic facts and leading into the skill of making inferences in the story. The teacher will need to know the student well in order to select the appropriate reading comprehension strategy.

Appendix A

Appendix A: Language Usage Survey

Parents and Guardians: Please only complete this page of the survey. The back of this form will be completed by the school. A completed language usage survey is required for all students upon enrollment in Ohio schools. This information will tell school staff if they need to check your child's proficiency in English. Answers to these questions ensure your child receives the education services to succeed in school. The information is not used to identify immigration status.

Student Name: <i>(First Name and Last Name)</i> _____		Student Date of Birth: <i>(mm/dd/yyyy)</i> _____	
Communication Preferences Indicate your language preference so we can provide an interpreter or translated documents at no cost when you need them. All parents have the right to information about their child's education in a language they understand.	1. In what language(s) would your family prefer to communicate with the school? _____		
Language Background Information about your child's language background helps us identify students who qualify for support to develop the language skills necessary for success in school. Testing may be necessary to determine if language supports are needed.	2. What language did your child learn first? _____ 3. What language does your child use the most at home? _____ 4. What languages are used in your home? _____		
Prior Education Responses about your child's birth country and previous education give us information about the knowledge and skills your child is bringing to school and may enable the school to receive additional funding to support your child.	5. In what country was your child born? _____ 6. Has your child ever received formal education outside of the United States? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many years/months? _____ If yes, what was the language of instruction? _____ 7. Has your child attended school in the United States? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, when did your child first attend a school in the United States? _____ / _____ / _____ Month Day Year		
Additional Information Please share additional information to help us understand your child's language experiences and educational background.	_____ _____		
Parent/Guardian First Name: _____ Parent/Guardian Last Name: _____			
Parent/Guardian Signature: _____ Today's Date: <i>(mm/dd/yyyy)</i> _____			

Thank you for providing the information above. Contact your school or district office if you have questions about this form or about services available at your child's school. Translated information about schools' civil rights obligations to English learner students and limited English proficient parents can be found here: <https://www2.ed.gov/about/offices/list/ocr/ellresources.html>



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(Appendix A, continued)

*****COMPLETED BY SCHOOL EMPLOYEE*****

1. **Check.** Confirm the following statements related to the administration of Ohio's language usage survey:

- ☐ The district or school presented the language usage survey, to the extent practicable, in a language and form that the parent or guardian understood.
- ☐ The district or school informed the parent(s) or guardian(s) of the form's purpose. The language usage survey only is used to understand students' linguistic experiences and educational background.
- ☐ The district or school reports information from the language usage survey in the appropriate Educational Management Information System (EMIS) records.
- ☐ For students enrolling from other U.S. schools and districts, school officials request previous language survey data and refer to the information when identifying English learners.
- ☐ Results of the language usage survey are kept with the student's cumulative records and follow the student if he/she transfers to another district or school.

2. **Note.** Record additional information to assist the review of the language usage survey.

3. **Record.** Indicate responses from the language usage survey in the table below. Refer to the [Language Usage Survey Annotations](#) on page 2 for item-specific guidance.

Student's native language <small>See Language Usage Survey Question 2. Report for <u>all</u> students in EMIS.</small>		_____
Student's home language <small>See Language Usage Survey Question 3. Report <u>only</u> for English learners in EMIS.</small>		_____
Potential English learner <small>See Language Usage Survey Questions 2-4.</small>	<input type="checkbox"/> Yes. Assess the student's English proficiency. <input type="checkbox"/> No. Do not assess the student's English proficiency.	
Immigrant student status <small>See Language Usage Survey Questions 5-7. Report for <u>all</u> students in EMIS.</small>	<input type="checkbox"/> Yes, the student is an immigrant child. <input type="checkbox"/> No, the child is not an immigrant child.	

4. **Validate.** Complete the information below.

Signature of validating school employee

Date (mm/dd/yyyy)

Printed name of validating school employee

Name of school or school district

Appendix B



Administrative Service Center
621 Mount Vernon Rd
Newark, OH 43055
www.newarkcityschools.org
740-670-7000

PARENT NOTIFICATION LETTER

To the parent(s)/guardian(s) of: _____ School: _____
Student ID Number: _____ Grade: _____

Dear Parent(s): Upon enrollment, a language other than English was noted on your child's Language Usage Survey. Pursuant to federal law, our school district is required to assess the English language proficiency of your child. This form is intended to notify you of these assessments and our recommendation for program placement that is available to your child according to Federal Title III Law.

Your child has been identified as needing services for English learners (ELs). Therefore, the Ohio English Language Proficiency Screener (OELPS) has been administered to your child to assess English language proficiency.

These are the results of your child's English language assessments:

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Listening	X				
Reading		X			
Speaking			X		
Writing	X				

Based on your child's assessment results, we **offer ESL instruction** to help your child learn English and make academic progress.

The two primary goals of the ESL program are to help your child learn English and to help her/him meet the state content standards. With those two goals in mind, our teachers use a variety of research based strategies to deliver the best language instruction to your child. Your child will remain in the program until he/she has attained a performance level of Proficient on the Ohio English Language Proficiency Assessment (OELPA). The Proficient performance level is defined as performance levels of 4s and 5s in any combination across all four tests (Listening, Reading, Speaking and Writing).

Eun Duk Jung
K-12 EL Teacher
Newark City Schools

----- Cut here and return this form to the school -----

Please mark and return the completed form to your child's school.

_____ Yes, I want my child (_____) to receive ESL services.

_____ No, I do not want my child to receive ESL services.

Special Note: If this form is not returned within one week, the district will assume agreement with the language service decision and begin implementation of educational programming immediately.

Appendix C



Administrative Service Center
621 Mount Vernon Rd
Newark, OH 43055
www.newarkcityschools.org
740-670-7000

Letter of Exit from English Learner Program

Date: _____

Student Name: _____

School: _____

Grade: _____

Dear Parents/Guardians:

Congratulations! Your child scored well on the spring 2024 Ohio English Language Proficiency Assessment (OELPA) and has met the criteria to exit our school's English Learner Program.

The OELPA is an annual progress test given to all English learners to determine a student's level of English language fluency. Based on the results of this test, your child has achieved the needed level of English proficiency to advance in classroom academics without additional English language support services.

In Ohio, students successfully complete the English Learner Program when the students have 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).

Since your child has met the exit criteria, he/she will no longer participate in our program.

However, please be assured that we will monitor your child's progress for two years and provide academic support if needed.

We commend your child on the progress made in achieving English proficiency and thank you for supporting your child's learning. Together, we will continue to help your child succeed in school.

Sincerely,

Eun Duk Jung
District ESL Teacher
(740) 670-7400