Troy City Schools Plan for English Language Learners

This plan follows state guidelines in providing service to Limited English Proficient students.
Prepared by Matt Stickle and Danae Marsh, ESL Teachers
Fall 2007 (updated Winter 2009 and Fall 2014)

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Troy ELL Background Information and Legal Requirements

ELL Demographics

The Troy City School district comprises one high school, one junior high school, one middle school, and six elementary schools. The total student population is generally between 4,500-5,000. The current ELL population is eighty-four and generally runs from 80-90 students.

The majority of ELLs are Japanese, with Japanese speakers comprising 54% of the total. Other languages represented in the district are Cantonese, Gujarati, Mandarin, Russian, and Spanish.

Mission Statement

Our goal is to provide high-quality instruction in the English language, as well as appropriate modifications and accommodations in the mainstream classroom, so that English Language Learners may develop the second language skills necessary to achieve academically and socially, assuring them equal access to education.

Legal Bases

The Equal Educational Opportunity Act (1974); *Lau v. Nichols 414 U.S. 563* (1974); Title VI, Civil Rights Act (1964); Title III, No Child Left Behind Act (2001—modified 2004); *414 U.S. at 556* (1974); *35 Federal Regulation 11595* (1970).

Educational Theory

Studies done by Stephen Krashen, "Effective Second Language Acquisition Insights from Research", show that Second Language Learners must first gain *Basic Interpersonal Communication Skills, (BICS)* which is a term used to refer to the type of language skills that a person needs to carry on an everyday conversation with a peer. This also includes reading simple narratives and writing informal materials. These skills take two to three years to acquire. The next step in second language learning is termed *Threshold*. This is the time between BICS and CALP when many students and teachers believe that the student can function in the regular classroom without any other intervention. The standard comment is—"The student speaks very well and can read orally better than many of my other students." This student has been able to pick up the 'outside' of the ball, so to speak. The real questions we need to ask are: can the student comprehend what he pronounces and can the student comprehend the materials presented in the text and in my lectures? If the student cannot, then we know that the language skills needed have not been mastered. Cognitive *Academic Language Proficiency (CALP)* refers to the advanced cognitive skills that a person needs to be successful in school. These include dealing with the abstract, formal, contextually reduced language of texts, tests, lectures, mathematics, and discussions of science, social studies, and literature. These skills take approximately five to seven years to acquire. These skills are the skills that follow the learning order in Bloom's Taxonomy (1974). Knowledge, comprehension, and application align with BICS and analysis, synthesis, and evaluation align with CALP.

Definition of ELL (also known as Limited English Proficient)

A child who is Limited English Proficient (LEP) is between the ages of 3 and 21; 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 or to participate fully in society.

Troy City Schools ELL Plans and Procedures

Student Identification Procedures

As required by Federal Law (Title VI Compliance Issues 9/91), the parent/guardian of **any** newly enrolling student must complete a Home Language Survey form adapted from that provided on the Ohio Department of Education's Lau Center website. This form becomes a part of the student's cumulative record. It is provided to the parents/guardians of every newly-enrolling student.

If a language other than English is indicated on the HLS, a copy of the HLS form is forwarded to the ESL teachers for the appropriate grade-level, who, in turn, arranges for an initial screening of the student's English proficiency. If reliable records are produced in a timely manner (within 14 days of the student's enrollment), the student may be classified as LEP or non-LEP in accordance with those records. If such records are not available in a timely manner, the student will be given the appropriate IPT assessment in Listening, Speaking, Reading, and/or Writing to determine his or her levels of proficiency in those language domains, as well as in Comprehension (derived from Listening and Reading). The ESL teachers administer the IPT tests. (By the 2016-17 school year, the ELPA21 Consortium will provide a language screening assessment which will replace district-level screening tools like the IPT. Troy City Schools will adopt this change when the new assessment is made available.) Results of the assessment are then entered into the LEP Database for the district and appropriate EMIS information is reported to the district EMIS Coordinator. This database contains information on LEP students' native country and language, time in U.S. schools, English language proficiency levels, date of birth, and so forth. It is accessible by the ESL teachers. Criteria for classification as LEP are based on those issued by the State of Ohio in compliance with the No Child Left Behind Act. A student must score at the Proficient level in all four domains in order to be considered Non-LEP.

Parent Notification

If a student is classified as Non-LEP, the parent/guardian is notified of test results by the ESL teacher and no further action is taken by the ESL department. If the student is classified as LEP, the ESL teacher will send the parent/guardian the test results and a description of the ESL program being offered. This information is available in English, Japanese, and Spanish, and oral translation can be made available for other languages. The parent/guardian must sign and return this form, either giving or denying permission for their child to receive ESL services. If the student qualifies for service in subsequent years (based on OTELA/ELPA results), parents will be notified and must give or deny permission for continuing ESL services. This information (test results and permission) is kept in the student's cumulative file.

Parents will also be notified if their child has exited from the LEP program. To exit from the district LEP program, students must attain a composite score of 5 (3rd-12th grades) on the OTELA or a 4 in two different years while completing a trial-mainstream program. (If a child achieves a score of 5 in their 2nd grade year, they will be placed in trial-mainstream. The next time they score a 4 or a 5, they

will be exited.) In the event that the exit criteria are modified with the introduction of the new ELPA21 assessment, the exit requirements listed here will be updated.

If permission is denied, the building ESL instructor will give the LEP student's classroom teachers an ESL Plan of suggested modifications and accommodations based on that student's level of proficiency and time in the U.S. The student's progress may be monitored by the responsible ESL instructor, and the student will take part in the annual spring assessment of English proficiency given to all LEP students.

ELL Database

Student data will be kept in a database. During the 2014-15 school year, the database will be transitioned from LibreOffice Base to Google Sheets. Data includes demographic information necessary for creating student plans, language assessment history, and EMIS information. Various tools are either already available or will become available that allow for: easy entry of new student information, query ability for producing detailed reports and data analysis, automation of student plan creation.

Program of Services

If permission is given, the LEP student's classroom teachers are given an ESL Plan (as above) and the student is scheduled for ESL instruction. Direct instruction in ESL is provided by certified teachers in grades K-12.

Modifications and accommodations in the classroom are based upon recommendations from the State of Ohio, the Sheltered Instruction Observation Protocol (SIOP), and best practices elucidated in a variety of educational websites, journals, and books. Progress of ELLs is monitored through Progress Book, communication with classroom teachers, and communication with students. If necessary, the ESL instructor will meet with teachers to determine whether the reason for a failing grade is the result of a language barrier (in which case greater modification and accommodation may be necessary) or the result of student negligence (e.g., failure to turn in assigned work or follow other reasonable requests that take into account the student's level of proficiency in English). A pass/fail system, emphasizing individual effort, participation, and progress, is sometimes employed in place of letter grades for those ELLs who have attended U.S. schools for less than three years.

K-5 Services

K-5 Resources and Standards Focus

Every attempt is made to group students in grades K-5 by grade and ability level. Students receive more English instruction and content area support based on their language level, with pre-functional and beginning students seen on a daily basis when possible and intermediate and advanced students scheduled for more or less time depending on the student's needs.

Core curricular materials for grades K-2 include, but not limited, to:

- A Beginning Phonics Kit for English Language Learners. (*Listen, Chant, and Sing!* has a Big Book and accompanying CD as the centerpiece of the program. It consists of chants and songs sung to familiar tunes while introducing English phonics skills. Skills range from alphabet awareness and progresses to more difficult skills, such as digraphs, vowel patterns, blends, and r-controlled vowels, for example. Lessons are projected on a SmartBoard, allowing students opportunities to interact and write on the SmartBoard regularly.   Lessons conclude with a Home Connection Activity that serves as a link between home and school. Children are encouraged to share this information with their families. Although many of our students' parents speak little to no English, they can share their knowledge in their native language to help children deepen their understanding of concepts. Children benefit by having these concepts reinforced in both languages whenever possible.),
- Mini books designed for early emergent and emergent readers (Many of the books have accompanying music, which provides children with rhythm, rhyme, and alliteration, all of which contributes to the development of phonological awareness.),
- Scott Foresman ESL Textbooks (grades 1-2),

- Houghton Mifflin Reading Series for English Language Learners,
- Reader's Theater,
- The Oxford Picture Dictionary for Kids, and
- Children's Literature for Thematic Units.

Core curricular materials for grades 3-5 include, but not limited to, the following:

- Scott Foresman ESL Textbooks,
- Houghton Mifflin Reading Series for English Language Learners,
- Reader's Theater,
- The Oxford Picture Dictionary of Content Areas,
- Thomas Heinle *Visions* Textbook (grades 4 and 5,)
- Ladders to Success,
- Children's Literature for Thematic Units,
- ESL Teacher's Holiday Activities Kit, and
- Oxford *Bookworms* (leveled novels).

Students receive instruction aligned to the ELPA21 standards.

K-5 Writing and Grammar

Students new to the district are given a language assessment known as the IPT. A writing prompt is one of the components to this language assessment, providing the English as a Second Language teacher with a baseline level of their writing ability. Existing students in the district take the Ohio Test of English Language Acquisition (OTELA) yearly, providing teachers with information of their growth in writing. Writing and Grammar are integrated in daily lessons at every grade level.

In addition to the formal OTELA, assessments are conducted through observation, examination of samples of students' work, and classroom teachers' assessments.

K-5 Reading and Vocabulary

Thematic Units are common in the K-5 ESL classroom. Providing students with literature-based instruction offers students the advantage of making connections among reading, vocabulary development, writing, listening, speaking, and viewing activities among different pieces of literature. The teacher organizes curriculum around central themes and integrates the subjects of math, reading, social studies and science, as well as language arts, into the main theme, whenever possible.

The ESL classroom has a SmartBoard and set of iPads, offering students hands-on experience with technology.

In addition to the formal OTELA, assessments are conducted through observation, examination of samples of students' work, and classroom teachers' assessments.

K-5 Content Area Support

All classroom teachers, in addition to receiving the ESL Plan, are offered materials to help them modify both instruction and assessment of these students. Students at any level of language proficiency have the option of receiving content-area support, including bilingual (Japanese or Spanish speaking) ESL translation if and when available. The ESL teacher is available to offer suggestions or advice to mainstream content area teachers when needed.

6-12 Services

6-12 Resources and Standards Focus

In grades 6-12, students are place in a sheltered language arts course where they receive instruction aligned to both the ELA standards and the ELPA21 standards (this is made easier by the fact that there is considerable overlap between the two sets of standards).

Core curricular materials for all 6-12 students include:

- *Milestones A* (covering all language domains and ELA standards, Heinle-Cengage, 2009),
- *Reading Explorer 1* (informational text, Heinle-Cengage, 2009),
- *Grammar Form and Function 1* and *2* (McGraw Hill, 2010),
- *The Oxford Academic Picture Dictionary* (2nd edition, Oxford, 2010),
- *Oxford Bookworms* (leveled novels, short stories, biographies, and narrative non-fiction; we have a wide variety, including many class sets), and
- *Newsela* (a website of leveled current event articles with questions aligned to the Common Core).

Each 6-12 ESL classroom also has a class set of iPads. Frequently used apps include Quizlet (for vocabulary and spelling) and Google Drive (using technology to compose and share original work).

A typical lesson in the sheltered-language arts classroom proceeds from a pre-test to teacher-led instruction and modeling, group assignments, individual assignments, and post-test. Within a lesson, differentiation is provided based on the student's English ability and may include more time on an assignment and a simplified text paired with a complex concept.

6-12 Writing and Grammar

In addition to pre- and post-test cycles within a lesson and unit, students are giving a writing prompt at the beginning of the year. The writing prompt is assessed using a rubric adapted from Ohio's LEP Standards and the IPT screening assessment. Writing instruction is planned based on the results of the first portfolio. Through subsequent portfolio pieces, students are pushed to master skills at the next level of each domain within the rubric. A final portfolio piece is assigned in early spring and it is expected that students will move up a level in at least three domains.

Students will receive grammar instruction throughout the year. The needs of individual students in regards to grammar is diverse, so the topics presented will also be diverse. The typical grammar unit will consist of a pre-assessment and lessons and assignments based on weaknesses uncovered during the pre-assessment and in student writing assignments. A grammar unit may include a week or more of instruction solely in grammar using the *Grammar Form and Function* texts, or may be taught as daily warm-up and weekly review activities. Both forms of instruction will be accompanied by a post-test to ensure that progress is being made.

6-12 Reading and Vocabulary

Students who are at level 1 or 2 in reading will be given reading fluency assessments throughout the year. The first assessment will be given in the fall and the final assessment will be given in the spring. Based on the results of the assessment, students will be given targeted reading instruction including apps like *One-minute Reader. One-minute Reader* runs from a pre-school to a 5th grade reading level and is focused on improving reading speed, expression, and comprehension.

All students will be encouraged to read independently from books that match their interests and match their level for independent reading. Time each week will be built into the class schedule for students to read independently.

Students are given two vocabulary tests in the fall to guide vocabulary instruction for the year. The first test is a receptive vocabulary test based on the General Service List's top 2,000 words used in English. The second test is a receptive vocabulary test based on the Academic Word List. Vocabulary is one measure in assessing a student's language acquisition. The more vocabulary language learners know, the easier it is for them to comprehend oral and written language. Based on the results of these tests, assigned vocabulary for students (generally provided through *Quizlet*) will come from both lists. Many assigned readings will also be based on the results of this assessment, including choosing appropriately leveled *Oxford Bookworms* and *Newsela* articles. Students will be tested again in the spring to ensure that they are making progress with vocabulary acquisition.

6-12 Content Area Support

Students at any level of language proficiency have the option of enrolling in a study hall with a bilingual (Japanese or Spanish speaking) ESL translator. In the study hall, students are able to receive content area help—including translation, if available--on various assignments.

Trial-mainstream Services
Students in all grades who have scored a composite four or higher on the OTELA and have scored proficient on the state mandated reading and writing assessments will be placed in mainstream classrooms where they will receive appropriate accommodations and modifications. LEP students who receive this service will be monitored by the ESL staff, but will not receive direct ESL instruction unless intervention is deemed necessary. If intervention is necessary, it will be done on a pull-out basis.

Professional Development Plan

Professional development will be delivered in two ways: informal and formal.

Informal Professional Development

Informal professional development consists of meetings and emails between ESL staff and content-area teachers. Topics include appropriate accommodations and modifications for students (both individual students and groups of students at various levels of language acquisition), general instructional strategies to ensure that student needs are being met, and cultural awareness and sensitivity. At the beginning of each school year, a document is sent to all staff containing information on appropriate accommodations and modifications for students in a variety of areas (the areas are clearly labeled on hyperlink buttons so that the document is easy for teachers to navigate). The document also contains information on legal requirements for ELL students.

Formal Professional Development

Formal professional development consists of a few different components.

1. An ELL student plan containing information on a student's English level and appropriate accommodations and modifications for that level, including accommodations and modifications the student will receive on state assessments. The student plans are discussed and shared with teachers at either a beginning of year meeting or in a beginning of year email.
2. A library of resources that teachers can check out and earn CE credit for. Many of the titles available come from ASCD, including *Teaching English Language Learners Across the Content Areas* and *The Language-Rich Classroom: A Research-Based Framework for Teaching English Language Learners*.
3. Attendance at the Ohio TESOL Conference. Each year, content area teachers from the district attend the conference, learn new strategies, and provide some assistance to their peers by either becoming a go-to person on ELL/content area concerns or by providing some form of turn-key training.
4. Depending on level of interest and level of need, training sessions by outside experts or in-district experts will be provided. Past sessions have included cultural training and sheltered-instruction training from Jay Paroda and John Haught and content-area strategy training at the annual Miami Valley ESL Consortium Conference.

Professional Development Goals

Troy City School's ELL professional development plan includes the following two goals:
- Goal 1: Teachers and other instructional staff will demonstrate an understanding of the specific needs of ELL students in terms of English language acquisition and academic progress.
- Goal 2: Teachers and other instructional staff who work with ELL students will implement instructional strategies that result in improved student performance.

Summary of Professional Development Offerings

Strategies	Targeted participants	Timeline	Evaluation
● Provide teachers with ELL student plans. ● Provide teachers with a document that provides detail explanations and examples of appropriate accommodations and modifications. ● Content-area teachers attend Ohio TESOL and Miami Valley ESL Consortium conferences. ● ELL Strategies Library ● In-district training session(s)	All staff who have ELL students in their classrooms	August - September October - November All year Optional--could occur at any time during the year	Student performance within content-area classes will be monitored (through grades, parent contact, and discussions with students) and follow up contact will take place to discuss how teachers are using the information in their instruction and to see what further assistance teachers and students might need.

Grading and Retention Policy

An LEP student must not be given a failing grade based solely on the student's lack of English proficiency. As a result of *Lau v. Nichols* (1974), school districts must take affirmative steps to help LEP students learn English and provide LEP students with equal access to the curriculum. Therefore, Troy City Schools and teachers of LEP students must document the steps taken to provide meaningful instruction to LEP students and be able to show how the student is graded based on realistic expectations taking into account the student's level of English proficiency. Likewise, LEP students cannot be retained because of the student's lack of English proficiency. The district and teachers of LEP students must document all steps taken to prevent classroom failure and/or retention.

Participation in State Tests/Accommodations

(Highlighted items are subject to change based on the most recent updates from ODE) LEP students are required to participate in most state tests, but they receive accommodations based on their proficiency level and time spent in U.S. schools. All LEP students are able to have extra time and use bilingual word-to-word dictionaries on state assessments. For other rules, see the most recent ODE Test Rules Book.

ELPA***All identified LEP students must take all sections of the Ohio Test of English Language Acquisition (OTELA)/ELPA21 annually until a composite score of 5 has been achieved twice, or a composite score of 5 has been achieved once and a composite score of 4 has been achieved subsequently in combination with a proficient score on state Reading and Writing assessments.

Communication of Test Results to District Staff

LEP student results on the OTELA/ELPA/IPT will be recorded on the student's Program Services Plan (PSP). When data is available, the scores will be broken down into subcategories to show areas of strength and weakness on each test. In some cases, beginning of year meetings will be held with mainstream teachers and administrators and the ESL teachers will discuss student test results with teachers. Possible intervention strategies will be identified, as well as staff responsible for implementing intervention. In lieu of a meeting, the ESL teachers will communicate test results via student PSPs and/or email and/or one-on-one meetings with teachers.

Graduation Requirements

Graduation requirements for LEP students are the same as graduation requirements for all other students in the district. LEP students are not required to have exited the ESL program to graduate.

Program Evaluation

Each year, the ESL Coordinator will compile language proficiency test scores and compare them to previous language proficiency scores to determine if progress is being made in the area of language proficiency.

Data from the Annual Measurable Achievement Objectives documentation provided by the Ohio Department of Education will be used to re-evaluate the district's current program for LEP students including instructional methods, staffing, and resources available.

The district will also analyze state test data in content area subjects provided by ODE to determine if students are meeting adequate yearly progress.

Other data that can be used by the district to determine program effectiveness are: retention rate, drop-out rate, and graduation rate. In addition, formative and summative assessments from ELL and content-area courses and teacher and parent observations and input may also be used to assess the program.

Pursuant to NCLB Title III part C section 3302, the school district will notify parents/guardians in writing within 30 days of the evaluation if the district has failed to meet the objectives outlined to the parent at initial or continuing placement notification or upon failure to meet appropriate proficiency gains.

Detailed Description of Legal Bases for ELL Services

Lau v. Nichols **(1974)**
Parents of Chinese students sued the San Francisco, CA, school district, claiming discrimination on the grounds that no additional language program was provided for non-English speaking students. The U.S. Supreme Court found the district in violation of the Equal Protection Clause of the 14th Amendment and of the Civil Rights Act of 1964. The decision concluded that providing students the same desks, books, teachers, and curriculum did not ensure that they received an equal educational opportunity, particularly if the students did not speak English ("same" does not mean "equal"). It mandated that measures be taken to instruct LEP students in English to ensure equal access to educational opportunities. "Sink or swim" instruction is a violation of civil rights. The Court recognized the authority of the Office for Civil Rights of the U.S. Dept. of Education to establish regulations for compliance with the Civil Rights Act.

Casaneda v. Pickard **(1981)**
Mexican students and their parents sued the Raymondville Independent School District in Texas claiming that the lack of an adequate language remediation program violated their rights. The U.S. 5th Circuit Court of Appeals found that the district was in violation of the Equal Protection Clause of the 14th Amendment, the Civil Rights Act, and the Equal Education Opportunities Act; it ordered the district to take "appropriate action" to develop a language remediation program for LEP students based on a three-part test. Such a program must be based on sound theory, have sufficient resources to translate theory into practice, and may not be continued if it fails to achieve results.

Plyler v. Doe **(1982)**
Undocumented Mexican students in Tyler Independent School District, Texas, claimed discrimination because they were denied enrollment in a public school. The U.S. Supreme Court found that the district was in violation of the Equal Protection Clause of the 14th Amendment; it declared that undocumented students cannot be denied access to public education.

Federal Law
- 14th Amendment to the Constitution (Equal Protection Clause): No person in the United States shall be denied equal protection of the law.
- Title VI of the Civil Rights Act of 1964: No person in the United States may on the basis of race, color or national origin be denied the benefits of or be subject to discrimination under any program receiving federal money.
- Equal Education Opportunities Act of 1974: States must take appropriate action to overcome language barriers that impede equal participation by students in their instructional programs.
- Title III of the National Elementary and Secondary Education Act of 2001 (No Child Left Behind): Schools must follow certain rules on identification, testing, accommodating, and reporting of LEP students in order to receive federal funds under the Act.

Appendix

Determination of Eligibility Letter

Determination of Student Eligibility

For English Language Development Program Placement

Name of Student:	Date:
School:	Grade:

Dear Parent/Guardian:

When your child registered for school, a Home Language Survey was completed and indicated that a language other than English is spoken by your child or in the home. Based on this information, the school assessed your child to determine their eligibility for placement in the English language development program. As a result, we:

	Recommend an English language development program for your child
	Do not recommend an English language development program for your child

To determine our recommendation, we tested your child's English language abilities in:

__ speaking   __ reading   __ writing   __ listening and understanding

__ and used other information, such as prior education and social experiences; written recommendations and observations by current and previous instructional school staff; Eligibility Placement committee meeting; mastery of basic skills in English and their home language; and/or grade from current or previous years.

Based on your child's language abilities in English, your child will be placed in the following program:

	A regular grade level classroom with instruction only in English
	An English language development program as described on, "ESL Program Services Plan," that is either attached or will be shared with you in the near future.
	Other:

We feel this program will help your child meet high academic grade level standards and graduation requirements. Please sign below where indicated and return this notice to your child's school.

Thank you for your interest in the quality of your child's education. Please contact us if you have any questions.

Matt Stickle, ESL Coordinator for Troy City Schools
Telephone: (937) 332-6720 or (937) 332-6710
Email: Stickle-M@troy.k12.oh.us

_____

Parent/Guardian: Please complete the section below and return the entire form to your child's school.

Name of Parent/Guardian: _____ Signature: _____

Telephone Number: _____ Email Address: _____

Determinación de Calificación del Alumno/a

Para la asignación al Programa de Desarrollo del Idioma Inglés

Nombre del alumno/a: _____ Fecha _____

Escuela: _____ Grado: _____

Estimado padre/madre/apoderado:

Cuando su hijo/a se matriculó en la escuela, se completó una encuesta sobre el idioma en el hogar, la cual indicó que se habla un idioma distinto al Inglés en la casa del menor. Basándonos en ésta información, la escuela evaluó a su hijo para determinar si debe o no asignársele a un programa de desarrollo del idioma Inglés. Como resultado de lo anterior:

Recomendamos un programa de desarrollo del idioma Inglés para su hijo/a.

No recomendamos un programa de desarrollo del idioma Inglés para su hijo/a.

Para determinar nuestra recomendación, evaluamos las habilidades en el idioma Inglés de su hijo/a al nivel:

oral   lectura   escritura   audición y comprensión

y utilizamos otra información, como experiencias educativas y sociales anteriores; recomendaciones y observaciones escritas hechas por el personal docente actual y anterior; una reunión del Comité de asignación de calificación; dominio de habilidades básicas en Inglés y en el idioma que se habla en el hogar; y/o calificaciones del año en curso o anteriores.

Basándose en las habilidades lingüísticas de su hijo/a con respecto al idioma Inglés, se le asignará al siguiente programa:

Clases regulares del grado escolar con instrucción en Inglés.

Un programa de desarrollo del idioma Inglés tal cual se describe en la notificación sobre la asignación a dicho programa, la cual está adjunta o se le hará llegar en un futuro próximo.

Otro _____

Consideramos que este programa ayudará a su hijo/a a lograr los altos criterios académicos y requisitos de graduación para su grado escolar. Por favor firme a continuación donde se indica y devuelva este aviso a la escuela de su hijo/a.

_____   _____
Nombre del padre o guardian   Firma

Gracias por su interés en la calidad de educación de su hijo/a. Comuníquense con nosotros si tienen algunas preguntas.

Matt Stickle, Coordinador de ESL de las Escuelas de la Ciudad de Troy.

Teléfono: (937)332-6720 o (937)332-6710

Dirección Electrónica: Stickle-M@troy.k12.oh.us

Sample ESL Student Plan

Troy City Schools

Matt Stickle   937-332-6710   151 W. Staunton Road
ESL Coordinator   stickle-m@troy.k12.oh.us   Troy, OH 45373

Program Services Plan for English Language Learners

Student Name:		Grade:
School:	Birthdate:	Place of Birth:
Language:	Enrollment Date, Troy:	Enrollment Date, U.S.:

Language Assessment Results*

Test	Date	Listening	Speaking	Reading	Writing	Comprehension	Production	Composite

1 = Pre-functional, 2 = Beginner, 3 = Intermediate, 4 = Advanced, 5 = Proficient
*Please see attachment for full description of each level.

Your child will receive the following services:

	Collaborative Services (ESL teacher comes into the classroom to work with LEP students)		Pull-out Services (students are pulled out of the classroom to work on English language skills individually or in small groups, English only)
	Collaborative Support Services (ESL teacher/tutor/aide/assistant/interpreter collaborates with classroom teacher)		Sheltered English Instruction (LEP students receive specially designed content area instruction, English only)
	Some native language support is used to assist with daily instruction		Structured English Immersion (students are placed in mainstream classrooms where their classroom teacher will modify content instruction to meet the language abilities of the LEP student, English only)

State Test Accommodations and Exemptions*

	Use of a dictionary		English read-aloud accommodation
	Extended time		Oral translation (CD or translator)
	Exempt from Language Arts		Spanish bilingual form

*With the exception of exemptions and where feasible, the above accommodations must be part of the student's on-going instructional services.

Academic Achievement Assistance

The following instructional methods and strategies are considered best practice for students with limited English proficiency. The checked accommodations and modifications are those intended to be used to meet the needs of this student in mainstream classes and offer access to content area instruction as outlined in Ohio's English Language Proficiency Standards and content area standards. **This is a basic list. For more in-depth information, please contact Troy's ESL Department.**:

Accommodations	Modifications
✔ Student use of an ESL or bilingual dictionary (traditional or electronic) ✔ Use of high interest/low vocabulary materials ✔ Previewing content with student before class ✔ Allowing additional time to complete assignments/tasks ✔ Allowing student a silent period for adjustment ✔ Pairing student with another student ✔ Allowing peer tutors to assist with school work ✔ Use of taped readings ✔ Use of visuals and other prompts	✔ Reducing/modifying spelling/vocabulary lists ✔ Use of ESL instructional materials that focus on content areas in lieu of mainstream text ✔ Alternative assessment that is more appropriate for student's language level ✔ Reducing the number of problems/steps to assignments ✔ Reducing and/or modifying assignments, homework, assessments, and tests ✔ Use of manuscript instead of cursive when giving written assignments ✔ Allowing varied assessments in lieu of one assessment

Instructional Strategies that Promote Language Learning

Hands-on Activities	Activate/Build Prior Knowledge
Collaborative Learning	Activity-Lesson-Activity
Reciprocal Teaching	Check for Comprehension Throughout
Guided Reading	Projects Instead of Tests
Small Group Instruction	Alternative Assessments

_____   _____
ESL Coordinator   Date   Principal   Date

If you would like your child to participate in the program explained in this documentation, please sign below and return to your child's school.

_____
Parent Signature   Date

Parents have the right to decline participation in the ESL program. If you do not want your child to participate in this program, please call your child's school to schedule a meeting to sign the appropriate state-required paperwork.

*Federal mandates, based on *Lau v. Nichols* (1974) and *Casaneda v. Pickard* (1981), require all teachers, including content area teachers, ensure equal educational opportunities for ESL students through instructional practices based on sound theory, including providing language instruction in content area classrooms, by content area teachers.

Exit Letter

Troy City Schools

Matt Stickle	937-332-6710	151 W. Staunton Road
ESL Coordinator	stickle-m@troy.k12.oh.us	Troy, OH 45373

English as a Second Language Services
Exit Letter

Date:

Name of student:

School:

Dear Parent,

Your child has gained much success in the English skills of reading, writing, speaking and listening.

Due to the successful completion of a trial-mainstream placement or achievement of a composite five on the Ohio Test of English Language Acquisition (OTELA), he/she no longer qualifies for the services offered through the district's English as a Second Language program.

Thank you for your assistance in helping us make this transition a successful one. If you have any questions or concerns, please call your child's school or teacher.

Sincerely,

Change of Status Letter

Troy City Schools

Matt Stickle   937-332-6710   151 W. Staunton Road
ESL Coordinator   stickle-m@troy.k12.oh.us   Troy, OH 45373

Change of Status Letter
(from active ESL program to Trial-Mainstream)

Date:

Name of student:

School:

Dear Parent,

Your child has gained much success in the English skills of reading, writing, speaking, and listening since being placed in the English as a Second Language (ESL) program. During the previous school year your child's English language proficiency was assessed and the results indicated that your child has met the required scores to move into the trial-mainstream phase of the program. This means that your child will not receive extra assistance with English language skills and the amount of modifications that are made for your child will be minimal.

This is your child's first year in the trial-mainstream phase and we anticipate that your child will exit the program at the end of this school year. The ESL coordinator and teachers at your child's school will be checking on your child by talking with your child's teacher and making sure that your child is keeping their grades up. If we notice any struggles or concerns we will take action immediately to determine the cause and assist with any problems.

If you have any questions about this transition please contact your child's school. Thank you and congratulations.

Sincerely,

Denial of Services Letter

	Troy City Schools

Matt Stickle	937-332-6710	151 W. Staunton Road
ELL Coordinator	stickle-m@troy.k12.oh.us	Troy, OH 45373

Request for English Language Development Program Withdrawal/Denial of Enrollment

Date: _____

Dear Parents:

You have indicated that you do not want your child enrolled in an English language development program or that you would like a change in your child's English language development program or placement. Although we are offering a program we feel is the most appropriate for you child's level of English proficiency, you have the right to (a) request removal of your child from the program, (b) decline to enroll your child in such a program, or (c) choose another program or method of instruction, if available.

If you have chosen (a), (b), or (c) listed in the previous paragraph, please complete and sign the bottom of this form and return it to your child's school.

Thank you.

Request for English Language Development Program Withdrawal/Denial of Enrollment

I, _____ (parent/guardian) of _____ (student) have been informed of my right to decline to have my child enrolled in the English language development program offered by the school or district. I have been informed of other district language programs or methods of instruction, if available, and request the following action be taken on behalf of my child:

_____ Do not enroll my child in an English language development program.

_____ Withdraw my child from the program offered by the school.

_____ Enroll my child in another program or method of instruction, if available.

_____   _____
Signature of Parent/Guardian   Date

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Important Links

Strategies for Teaching Content to ELLs (Sent to all staff at beginning of year)	https://drive.google.com/file/d/0B_3hl72uaErjeU9oU2JUWVZWVGc/view?usp=sharing
Lau Resource Center at ODE	http://education.ohio.gov/Topics/Other-Resources/Limited-English-Proficiency/About-the-Lau-Resource-Center
ELPA21 (ESL standards and resources)	http://www.elpa21.org/
National Clearinghouse for English Language Acquisition	http://www.ncela.us/

Links to Translated Copies of Letters

Document	Language	Link
ESL Student Plan	Japanese	https://docs.google.com/document/d/1bFD3Nv05uablyiQkuS6PWtQ6J4TpXnf_xIfZuf3NlPs/edit?usp=sharing
Change of Status	Spanish	https://docs.google.com/document/d/1OFyPqrL9lGk0UnqHy9CeJMJPhsSGfCiCkWq0VF_dSyo/edit?usp=sharing
	Japanese	https://docs.google.com/document/d/1eCvpbPUBAHwXHEI_UkC2Ae4lool1le0jlUfQWNBwRpQ/edit?usp=sharing
OTELA Based Exit Letter	Chinese	https://docs.google.com/document/d/1s6A3Ag0aebRYgRs3WlNmEsBzCYYX9IQeTqikNMiu0kE/edit?usp=sharing
	English	https://docs.google.com/document/d/1Q-iXrW0hZcf_VOvRz4kKkCuSE_Szoef18YDGCe_9qGw/edit?usp=sharing
	Spanish	https://docs.google.com/document/d/1SIQkoEqBIpK7CO0yRfFNHRgLi3JqJqFZ-Pv1fIotJ3o/edit?usp=sharing
	Vietnamese	https://docs.google.com/document/d/1t95zHePh-6_AHZxBa20v-wtSc3kBI4EeG48IgkSw3IY/edit?usp=sharing
	Japanese	https://docs.google.com/document/d/1ZSv8bTTPD3partC7sALL5ubjSJo4X0JGS-XDR8YYZbc/edit?usp=sharing