

Fort Recovery Local Schools

English Language Learners Program



Updated: June 4, 2021

Overview of the Fort Recovery Local Schools' ELL Program In order to best meet the needs of our English Language Learners (ELL) population, we must follow proper steps in order to identify, service, and assess these students. Contained in this document are the necessary documents, steps, and protocols for identification of these students, how to code them in DASL, how to assess their language level, and what services to offer them.

Key Terms Key terms for understanding the ELL program in FRLS include:

- ELL -- English Language Learners
- LEP -- Limited English Proficiency
- ESL -- English as a Second Language
- PHLOTE -- Primary or Home Language is Other Than English
- WMLS -- Woodcock-Munoz Language Survey
- OELPS -- Ohio English Language Proficiency Screener
- OTELA -- Ohio Test of English Language Acquisition (used through Spring 2014)
- OELPA — Ohio English Language Proficiency Assessment (starts Spring 2015)

Process for Identifying ELL students According to the Guidelines for the Identification and Assessment of Limited English Proficient Students/English Language Learners, our first step is as follows:

“First, FRLS must identify all students whose primary or home language is other than English (PHLOTE). The district then needs to assess all PHLOTE students to determine if they are limited English proficient and need special language assistance to participate effectively in the district’s instructional program.”

Identifying students as PHLOTE is accomplished through the use of the Home Language Survey that should be given to ALL new students/parents to be completed with enrollment paperwork (included below). The answers to the first **four questions** on the survey are critical to the process of identifying and servicing our ELL students appropriately.

If **any** of the first four questions contain an answer other than English, the student is considered a PHLOTE.

The parents of all PHLOTE students should be asked to complete the permission to test during the registration process as all PHLOTE students **must** be tested in order to determine eligibility for English Language Learner (ELL) / Limited English Proficiency (LEP) services.

Upon completion of these documents, the building secretary should contact the Building Principal, Guidance Counselor, and the ELL Coordinator for all PHLOTE students.

Testing ELL Students The Guidance Counselor should administer the Woodcock-Munoz Language Survey (WMLS) and/or OELPS as soon as possible in order to determine appropriate placement. Upon completion of the WMLS/OELPS, the person administering the screener should send the results of the screener along with a copy of the Home Language Survey completed by the parents to the building secretary. The data will be entered into the computer scoring program and the results will be given to the building principal who will then interpret results using the Initial English Language Assessment form.

After Testing A Parent Notification Letter will be sent home from the office.

The building secretary should place in the student's file each of the following documents: 1. Home Language Survey 2. Parent Permission to Test 3. Screener Results 4. Initial English Language Assessment 5. Parent Notification Letter 6. Parent Response to Notification Letter (to be returned to school office)

The building principal, guidance counselor and ELL support staff in the appropriate building to develop the ELL plan for the student.

LEP Level of Proficiency

Negligible Prefunctional (1) Very Limited Prefunctional (1)

Limited Beginning (2)

Limited to Fluent Intermediate (3)

Fluent Advanced (4) Fluent to Advanced Advanced (4)

Advanced Proficient (5) Very Advanced Proficient (5)

Coding ELL Students in DASL The building secretary will code the student in DASL in the following areas regarding ELL:

• In the **Student Profile page**, under the **General Tab**, enter the student's 1) Native Language & 2) Home Language based upon results of the Home Language Survey.

1)EMIS defines **Native Language** as:

"Native" or first language of the student. This is often the language spoken at home but should denote the primary language spoken by the student at the onset of speech.

• Most common languages for Celina Schools are:

- ENG English
- SPN Spanish
- OTH Other

• If you need to find another language, see page 5 of this section of the EMIS manual.

2)EMIS defines **Home Language** as:

The main language spoken at home by the student.

• Please note... this only has to be completed for LEP students, but it can be completed for ALL. To be safe, let's report for all.

• In the **Student Profile page**, under the **FD-Attributes Tab**, enter the student's Limited English Proficiency status using one of the following options:

- **N -- No the student is not of Limited English Proficiency**

- **Y -- Yes, LEP stud enrolled in U.S. Schools 180+ or prev exempted**
 - This is for any student that has been identified as LEP and has been in US schools for more than 180 days
 - The 'prev exempted' statement refers to the option to exempt a student from taking a state mandated test. Students in US schools fewer than 180 days do not have to take the OAA or OGT. However, once they have been exempted, their status should be changed to L.

- **L -- LEP - Enr. 1st time, less than 180 days, not previously exempted**
 - Once an LEP student has been enrolled for 180 days, their status should be changed to L. *Mark your calendar!*
 - If an LEP student coded as Y is exempted from a state test (i.e. OAA, OGT), they should be changed to L after the testing window is over. *Mark your calendar!*

- **M -- LEP Trial Mainstream, student is LEP & in trial mainstream**
 - This is part of the process for exiting the ELL program. Students in grades 3 and up that receive a 5 on the OTELA are no longer ELL and should be changed to N. Students that receive a 4 on the OTELA are placed in a trial period of 'mainstream' instruction. At this time, they should be coded M. If they receive a 4 or 5 the next year on the OTELA, they should be exited (changed to N).
 - The 'LEP Reclass Date' box should be completed with the date the student was reclassified from ELL to Not LEP (N).
 - The ELL coordinator will notify the secretary if a student should be coded as M or if a student has been exited from the ELL program.

Accommodations for ELL Students on Statewide Assessments

Only students who have been identified ELLs using the results from a Home Language Survey and a formal assessment (not the OTELA) may be allowed accommodations on the statewide assessments.

ALL identified ELL students may use the following accommodations:

- Extended time
- Use of a dictionary: Students identified as ELL may use a hand-held electronic or printed/ paper dictionary on the Ohio state tests. A computer dictionary may not be used. The type of dictionary used is the district's choice (translation, word-to-word, bilingual, standard, etc.). The dictionary should be the same type used as an instructional accommodation in the classroom. ODE recommends the use of a word-to-word dictionary.

Identified ELL students enrolled for less than 180 school days:

- May be exempted from taking a statewide assessment one time.

Identified ELL students enrolled for less than 3 years who have scored intermediate or below in Reading & Writing on the most recent Language Proficiency Assessment:

- May have the read-aloud accommodation.

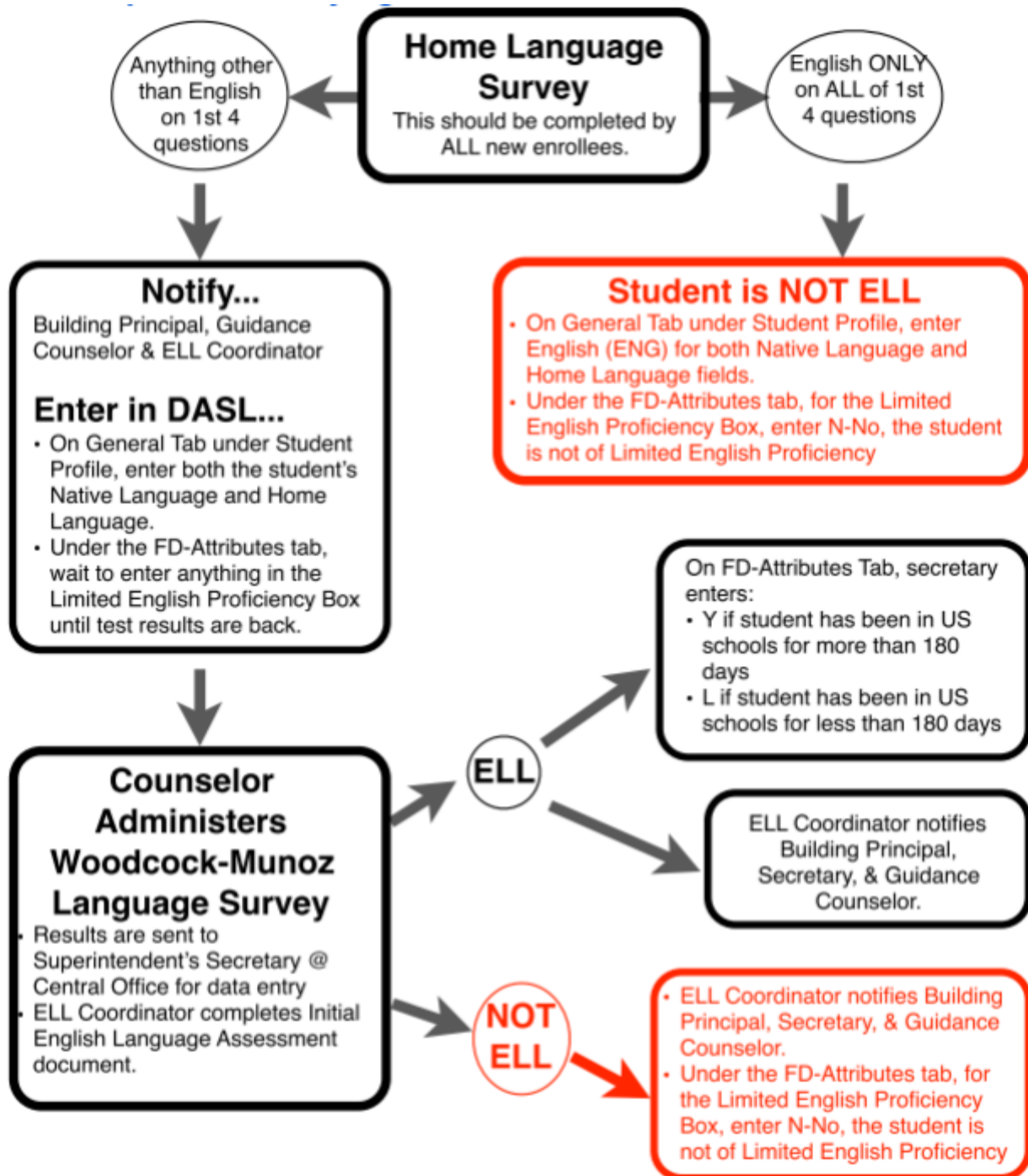
Criteria for Exiting LEP Program To be exited from LEP programs in Ohio, students need to demonstrate the ability to understand, speak, read and write the English language at a level in which they are able to:

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 LEP program when the student:

- Obtains a composite score of 5 on the Ohio Test of English Language Acquisition (OTELA); **or**
- Obtains a composite score of 4 on the OTELA, subsequently completes a trial period of mainstream instruction and obtains a composite score of 4 or above on the OTELA during the trial period of mainstream instruction.
- **PLEASE NOTE:** Students will not be exited from the LEP program before 3rd Grade.

Steps for Identifying ELL Students



Home Language Survey Questions

Please answer the following questions.

1. What language did your son or daughter speak when he or she first learned to talk?

2. What language does your son or daughter use most frequently at home?

3. What language do you use most frequently when communicating to your son or daughter?

4. What language do the adults at home most often speak?

5. How long has your son or daughter attended school in the United States?
