English As A Second Language
Program Structure
2018-19

Henry Johnson Charter Schools

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Policies and Procedures

English as a Second Language (ENL) Program Overview

Henry Johnson Charter School (Kindergarten - Grade 4) English as a Second Language (ENL) Program is designed to provide English language instruction to non-English and limited English proficient (LEP) students. Students at HJCS receive language assistance to support their learning of content area curriculum. The goals for LEP students are to gain academic English language fluency.

The district currently provides instructional services for students at the following school sites:

Academic Standards for ENL Students/ English Language Proficiency (ELP) Standards

HJCS ENL Program uses the New York English Language Proficiency (ELP) Standards as the basis for its instructional program. These standards have been designed to help teachers develop student competence in language arts and other academic content areas. The ELP standards are aligned with New York's Academic Language Arts Standards.

The English Language Proficiency Standards Introduction states:

"The New York ELP Standards recognize that many ENL students spend most of their day in a mainstream academic setting in English. The ELP standards are intended as a working instrument for mainstream classroom, content-area teachers and related ENL staff and/or bilingual staff who seek to apply meaningful standards that guide and support their daily instruction of English Language Arts. Further, it is a tool that parents of ENL students may use to support their academic progress and English language acquisition."

Federal/State Laws for ENL Education

Title VI of the Civil Rights Act (1964)

Title VI states, "No person in the United States shall, on the ground of race, or national origin, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any problem or activity receiving federal financial assistance from the Department of Health, Education, and Welfare." (Title VI of the CRS of 1964, US CFR Part 80).

Bilingual Education Act (1968)

Congress legislated the Bilingual Education Act of 1968 in order to mandate schools to provide bilingual education programs. This was the first time congress had endorsed funding for bilingual education. The Bilingual Program was a federally funded program through Title VII of the Elementary and Secondary Education Act, with the revision of Improving America's Schools Act of 1994.

Lau vs. Nichols, (494 U.S. Reports, 563-72 Oct. term, 1974)

This is a landmark case pertaining to language minority education. The San Francisco school system failed to provide English language instruction to 1,800 limited-English proficient Chinese students. The Court of Appeals ruled that:

"Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students. 35 Fed. Reg. 11595.

Equal Education Opportunities Act (1974)

This act insures equal education rights for language minority students.

Plyer vs. Doe (102 S. Ct. 2382, 1982)

The United States Supreme Court stated that school systems must enroll and educate children residing in their district even if their parents do not possess legal residency documents.

WHEN A

NEW LANGUAGE MINORITY STUDENT

COMES TO OUR SCHOOLS…

1. ENROLLMENT

- ALL students have the right to enroll in school!
- The HOME LANGUAGE SURVEY must be administered to ALL students

2. PLACEMENT

- Students must be placed appropriately according to AGE and GRADE

3. ENGLISH PROFICIENCY ASSESSMENT (Ongoing)

- Each Spring, all LEP students must participate in the New York State Identification Test for English Language Learners (NYSITELL)

4. EQUAL EDUCATIONAL OPPORTUNITY

- According to the Office for Civil Rights, language minority students who placed at Levels 1-4 in a language assessment and are considered Limited English Proficient (LEP) must receive equal educational opportunities with appropriate levels of daily English language development (a minimum of one (1) hour daily is recommended by the State).
- Schools are responsible for implementing the following:
- ➢ Establish program commitment
- ➢ Develop specific program goals
- ➢ Provide for meaningful participation of language minority students in HJCS's educational program
- ➢ Evaluate program and student needs on an ongoing basis
- ➢ Maintain records and progress reports

Enrollment Procedure

In accordance with Performance Based Accreditation guidelines, all schools are required to administer a Home Language Survey to identify the first (native) language(s) of all students enrolled in the school corporation. [See a sample of the Henry Johnson Charter School Home Language Survey on the following page.] The Home Language Survey shall elicit the following information:

- ❖ the first (native) language of the student
- ❖ the language most often spoken by the student
- ❖ the language most often spoken at home.

Documentation of a student's native language shall be recorded in the student's permanent record.

Grade Placement Policy

Students who enroll in the Henry Johnson Charter School are to be placed with their age/grade appropriate peers. The lack of English language proficiency is not to be considered in the placement of language minority students. Placement below grade level should only be considered if the student has no prior school experience or if the student has been out of school for more than one academic year.

STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
Office of P-12

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Home Language Questionnaire (HLQ)

Dear Parent or Guardian:
In order to provide your child with the best possible education, we need to determine how well he or she understands, speaks, reads and writes in English, as well as prior school and personal history. Please complete the sections below entitled Language Background and Educational History. Your assistance in answering these questions is greatly appreciated. Thank you.

Please write clearly when completing this section.

STUDENT NAME:

First	Middle	Last

DATE OF BIRTH:

GENDER:
❑ Male
❑ Female

Month	Day	Year

PARENT/PERSON IN PARENTAL RELATION INFO:

Last Name	First Name	Relation to Student

HOME LANGUAGE CODE

Language Background
(Please check all that apply.)

1. What language(s) is(are) spoken in the student's home or residence?	❑ English	❑ Other	_____ specify
2. What was the first language your child learned?	❑ English	❑ Other	_____ specify
3. What is the Home Language of each parent/guardian?	❑ Mother _____ specify ❑ Guardian(s) _____ specify	❑ Father _____ specify	
4. What language(s) does your child understand?	❑ English	❑ Other	_____ specify
5. What language(s) does your child speak?	❑ English	❑ Other _____ specify	❑ Does not speak
6. What language(s) does your child read?	❑ English	❑ Other _____ specify	❑ Does not read
7. What language(s) does your child write?	❑ English	❑ Other _____ specify	❑ Does not write

THIS SECTION TO BE COMPLETED BY DISTRICT IN WHICH STUDENT IS REGISTERED:

SCHOOL DISTRICT INFORMATION:	STUDENT ID NUMBER IN NYS STUDENT INFORMATION SYSTEM:
District Name (Number) & School Address	

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ENGLISH

Home Language Questionnaire (HLQ)—Page Two

Educational History

8. Indicate the total number of years that your child has been enrolled in school _____

9. Do you think your child may have any difficulties or conditions that affect his or her ability to understand, speak, read or write in English or any other language? If yes, please describe them.

Yes*　No　Not sure
❏　❏　❏　　*If yes, please explain:_____

How severe do you think these difficulties are?　❏ Minor　❏ Somewhat severe　❏ Very severe

10a. Has your child ever been _referred_ for a special education evaluation in the past?　❏ No　❏ Yes* *Please complete 10b below

10b. *If referred for an evaluation,_ has your child ever _received_ any special education services in the past?
❏ No　❏ Yes – Type of services received:_____

Age at which services received *(Please check all that apply):*
❏ Birth to 3 years (Early Intervention)　❏ 3 to 5 years (Special Education)　❏ 6 years or older (Special Education)

10c. Does your child have an Individualized Education Program (IEP)?　❏ No　❏ Yes

11. Is there anything else you think is important for the school to know about your child? *(e.g., special talents, health concerns, etc.)*

12. In what language(s) would you like to receive information from the school? _____

_____　　Month:_____　Day:_____　Year:_____
Signature of Parent or of Person in Parental Relation　　　　　　　　　　Date

Relationship to student:　❏ Mother　❏ Father　❏ Other:_____

OFFICIAL ENTRY ONLY - NAME/POSITION OF PERSONNEL ADMINISTERING HLQ

NAME: _____　　POSITION: _____

IF AN INTERPRETER IS PROVIDED, LIST NAME, POSITION AND CREDENTIALS:

NAME/POSITION OF QUALIFIED PERSONNEL REVIEWING HLQ AND CONDUCTING INDIVIDUAL INTERVIEW

NAME: _____　　POSITION: _____

ORAL INTERVIEW NECESSARY: ❏ No ❏ YES

DATE OF INDIVIDUAL INTERVIEW: MO　DAY　YR.	OUTCOME OF INDIVIDUAL INTERVIEW:	❏ ADMINISTER NYSITELL ❏ ENGLISH PROFICIENT ❏ REFER TO LANGUAGE PROFICIENCY TEAM

NAME/POSITION OF QUALIFIED PERSONNEL ADMINISTERING NYSITELL

NAME: _____　　POSITION: _____

DATE OF NYSITELL ADMINISTRATION: MO.　DAY　YR.	PROFICIENCY LEVEL ACHIEVED ON NYSITELL:	❏ ENTERING	❏ EMERGING	❏ TRANSITIONING	❏ EXPANDING	❏ COMMANDING

FOR STUDENTS WITH DISABILITIES, LIST ACCOMODATIONS, IF ANY, ADMINISTERED IN ACCORDANCE WITH IEP PURSUANT TO CSE RECOMMENDATION:

2　　　　　　　　　　　　　　　　　　　　　　　　　**ENGLISH**

Cuestionario de Idioma del Hogar ("HLQ" por sus siglas en inglés)

Estimados padres o tutores: Con el fin de proporcionar la mejor educación posible a su hijo(a), necesitamos determinar el nivel del habla, lectura, escritura y comprensión en el inglés, así como conocer su educación previa e historial personal. Por favor, llene con su información las secciones "Conocimientos de idiomas" e "Historial educativo". Apreciamos mucho su colaboración respondiendo a estas preguntas. Gracias.	**Por favor escriba con claridad al completar esta sección.**

Por favor escriba con claridad al completar esta sección.

NOMBRE DEL ESTUDIANTE:

Nombre	Segundo nombre	Apellido

FECHA DE NACIMIENTO:			GÉNERO:
Mes	Día	Año	❑ Masculino ❑ Femenino

INFORMACIÓN DE LOS PADRES/PERSONA EN RELACIÓN PARENTAL

Apellido	Primer Nombre	Relación con el estudiante

CÓDIGO DEL IDIOMA DEL HOGAR

Conocimientos de idiomas
(Por favor, marque todas las opciones que sean aplicables)

1. ¿Qué idioma(s) se habla(n) en el hogar o residencia del estudiante?	❑ Inglés	❑ Otro	_____ especifique
2. ¿Cuál fue el primer idioma que su hijo(a) aprendió?	❑ Inglés	❑ Otro	_____ especifique
3. ¿Cuál es el idioma primario de cada padre / tutor?	❑ Madre _____ especifique ❑ Tutor(es) _____ especifique	❑ Padre _____ especifique	
4. ¿Qué idioma o idiomas entiende su hijo(a)?	❑ Inglés	❑ Otro	_____ especifique
5. ¿Qué idioma o idiomas habla su hijo(a)?	❑ Inglés	❑ Otro _____ especifique	❑ No sabe hablar
6. ¿Qué idioma o idiomas lee su hijo(a)?	❑ Inglés	❑ Otro _____ especifique	❑ No sabe leer
7. ¿Qué idioma o idiomas escribe su hijo(a)?	❑ Inglés	❑ Otro _____ especifique	❑ No sabe escribir

TO BE COMPLETED BY THE DISTRICT IN WHICH THE STUDENT IS REGISTERED

SCHOOL DISTRICT INFORMATION:	STUDENT ID NUMBER IN NYS STUDENT INFORMATION SYSTEM:
District Name (Number) & School Address	

PARA LLENAR POR EL DISTRITO EN EL QUE EL ESTUDIANTE SE HA INSCRITO

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SPANISH

Cuestionario de Idioma del Hogar (HLQ) — Página Dos

Historial Educativo

8. Indique con un número el total de años que su hijo(a) lleva inscrito en una escuela: _____

9. ¿Cree usted que su hijo(a) pueda tener dificultades, interferencias o problemas educacionales que le afecten su capacidad para entender, hablar, leer o escribir en inglés o en cualquier otro idioma? En caso afirmativo, por favor descríbalos.

Sí* No No se sabe
☐   ☐   ☐   * En caso afirmativo, por favor explique :_____

¿Qué gravedad considera usted que tienen estas dificultades educacionales? ☐ Poca gravedad   ☐ Algo grave   ☐ Muy grave

10a. ¿Alguna vez se ha recomendado a su hijo(a) a tener una evaluación de educación especial? ☐ No ☐ Sí* * *Por favor, llene 10b.*

10b. *Si se le ha recomendado alguna vez una evaluación,* ¿ha <u>recibido</u> su hijo(a) alguna vez alguna forma de educación especial?

☐ No   ☐ Sí – Explique, que forma o formas de educación especial recibió:

_____

Edad en la que recibió la intervención o forma de educación especial *(favor de marcar todas las opciones que sean aplicables)*:

☐ De nacimiento a 3 años (Intervención Temprana)   ☐ 3 a 5 años (Educación Especial)   ☐ 6 años o mayor (Educación Especial)

10c. ¿Tiene su hijo(a) un Programa de Educación Individualizada ("IEP" por sus siglas en inglés)?   ☐ No   ☐ Sí

11. ¿Considera que hay alguna otra información importante que la escuela deba saber sobre su hijo(a)?
   (Por ejemplo, talentos especiales, problemas de salud, etc.)

12. ¿En qué idioma(s) quiere usted recibir la información de la escuela? _____

Mes: _____ Día: _____ Año: _____

_____
Firma del padre/madre o de la persona en relación paternal   Date
Relación con el estudiante: ☐ Madre ☐ Padre ☐ Otra:_____

OFFICIAL ENTRY ONLY - NAME/POSITION OF PERSONNEL ADMINISTERING HLQ

NAME: _____   POSITION: _____

IF AN INTERPRETER IS PROVIDED, LIST NAME, POSITION AND CREDENTIALS:

NAME/POSITION OF QUALIFIED PERSONNEL REVIEWING HLQ AND CONDUCTING INDIVIDUAL INTERVIEW

NAME: _____   POSITION: _____

ORAL INTERVIEW NECESSARY: ☐ No ☐ Yes

DATE OF INDIVIDUAL INTERVIEW: ___ ___ ___ MO DAY YR.	OUTCOME OF INDIVIDUAL INTERVIEW:	☐ ADMINISTER NYSITELL ☐ ENGLISH PROFICIENT ☐ REFER TO LANGUAGE PROFICIENCY TEAM

NAME/POSITION OF QUALIFIED PERSONNEL ADMINISTERING NYSITELL

NAME: _____   POSITION: _____

DATE OF NYSITELL ADMINISTRATION: ___ ___ ___ MO. DAY YR.	PROFICIENCY LEVEL ACHIEVED ON NYSITELL:	☐ ENTERING	☐ EMERGING	☐ TRANSITIONING	☐ EXPANDING	☐ COMMANDING

FOR STUDENTS WITH DISABILITIES, LIST ACCOMODATIONS, IF ANY, ADMINISTERED IN ACCORDANCE WITH IEP PURSUANT TO CSE RECOMMENDATION:

SPANISH

Course Scheduling

Initial scheduling of courses for LEP students should include classes designed to improve English language proficiency. Each student should receive the appropriate level of English language development as recommended by the IDOE. Modifications should be made to lessons and assignments by teachers in the content area classrooms to the appropriate level of English language proficiency for each student.

ENL staff will create an Individual Learning Plan (ILP) for each student based on the student's English Language Proficiency level on an annual basis. The ILP will indicate the recommended instructional method for English language development (pull-out supports, learning lab, etc.) as well as appropriate accommodations and modifications that teachers should incorporate into their classrooms.

Copies of the ILP shall be distributed to the student's classroom and/or content area teachers and building ENL staff, and shall be retained in the student's permanent ENL file.

Note: If accommodations are to be used for NYSITELL testing, they must be documented on the student's ILP.

Grades/Grading and Testing

In accordance with Performance Based Accreditation guidelines, the Henry Johnson Charter School policy as it relates to grades and grading of non-English speakers and limited English proficient students states that no student shall receive a letter grade of "F" because he/she is a non- English or limited in speaking, reading or writing English.

If the language proficiency assessment indicates that the student is below level 5 in English proficiency, grading and assessment procedures must be adapted or modified according to their English proficiency level. If adaptations or modifications are not made accordingly, the child must not be failed or retained. Students must be afforded the opportunity to express and demonstrate knowledge or mastery of concepts based upon their language proficiency level.

Students must be reviewed on an individual basis and should not be judged or assessed in comparison to their age level peers who are native speakers of English. Each individual should be evaluated and assigned grades based upon individual progress from the date of enrollment.

The following guidelines have been established by the ENL Program staff following the review of federal/state laws and language proficiency information as it pertains to non-English speakers and limited English proficient students:

- ❖ Set realistic, attainable, and measurable goals.
- ❖ Remember that students are learning English and content coursework simultaneously.
- ❖ Communicate regularly with the ENL staff to determine what the student is capable of doing at a particular point in time.
- ❖ Familiarize yourself with the student's English language proficiency level in order to provide appropriate classroom instruction and to determine the appropriate grading alternative.
- ❖ Assess students using LEP standards.

Pass/Fail Options

Elementary School Students

Students identified as performing at Language Levels 1, 2, and 3 may receive a Pass/Fail grade (S/U) in lieu of a letter grade. The teacher assigning the Pass/Fail grade (S/U) should develop a narrative report documenting how the Pass/Fail grade was determined. Teachers may opt to assign a letter grade if the student has attained a C- or higher.

Students at Language Level 4 should receive a letter grade resulting from the use of a modified classroom curriculum.

Title III Annual Measurable Achievement Objectives (AMAO) Determinations

Title III, section 3122, requires each State to develop annual measurable achievement objectives (AMAOs) for LEP students served under Title III that relate to such children's development and attainment of English proficiency while meeting challenging State academic contents and student academic achievement standards as required by Title I, section IIII(b)(I).

Title III AMAOs shall include:

- ❖ annual increases in the # and % of LEP students making progress in learning English
- ❖ annual increases in the # and % of LEP students attaining English proficiency
- ❖ and making adequate yearly progress (AYP) for LEP students under Title I

Adequate Yearly Progress (AYP)

Beginning with the 2002-03 school year, The No Child Left Behind Act of 2001 (NCLB) has required schools to show annual improvements in the academic achievement of the overall student population and of identified students subgroups within the general population, including economic

background, race and ethnicity, limited English proficiency, and special education.

Accommodations for LEP Students

Students who are Limited English Proficient (LEP) may be entitled to the assessment accommodations specified in their Individual Learning Plans (ILPs). Decisions about testing accommodations are made on an individual basis and are a documented subset of the instructional accommodations received in the classroom. The translation or interpretation of test directions or test content into a language other than English is not permissible.

ENL Conference Report Form

Student Name:_____ Grade:_____ ENL level:_____ Date:_____

Type of Meeting: __Case Conference __RTI __Speech __ Special Education __ ENL __Behavior __ Other:_____

*Purpose of the Meeting:*_____
_____
_____
_____

Meeting Notes: _____
_____
_____
_____
_____
_____
_____
_____

Documents Reviewed at the Meeting:_____
_____
_____

Meeting Outcomes:_____
_____
_____

Next Meeting: _____

Persons in Attendance: _____   _____

                           _____   _____

                           _____   _____

Promotion/Retention for an ENL Student

In accordance with Performance Based Accreditation guidelines, a school corporation shall not retain language minority students solely on the basis of English language proficiency.

Students must be reviewed on an individual basis. If the language proficiency assessment indicates that the student is below level 5 (native-like proficiency) in English, grading and assessment procedures must be adapted to their proficiency level. If adaptations are NOT made accordingly, the child must not be failed or retained.

Any questions and/or concerns of classroom teachers regarding the promotion/retention of ENL program students shall be directed to the ENL teacher or the Principal. All decisions regarding ENL program students shall be made in consultation with a committee consisting of the building ENL teacher, principal, classroom teacher, and according to the retention guidelines for Limited English Proficient (LEP) Students.

The aforementioned committee shall meet to review the information regarding the student's performance, and before contacting parents in reference to retaining their child. The following information must be provided at the meeting:

- Samples of class work
- Scores of various assessment methods
- RTI (Response to Intervention) Plan
- Past history (information from permanent file or cum file
- Outcomes from the Building Based Team
- Background information regarding family literacy skills
- NYSITELL Assessment scores

Retention Guidelines Chart

If the above points have not occurred in a sufficient manner, retention is not appropriate.

Have the following points been addressed?	YES	NO
1.) Has the student's level of English proficiency been assessed?		
2.) Has the student been enrolled in the school district for more than one full year?		
3.) To ensure meaningful participation, are classroom modifications being made in the areas of: Teacher lesson delivery Assignments Homework; and Formal assessments (quizzes and tests)?		
4.) Has an Individual Learning Plan (ILP) been implemented to document classroom modifications and student progress?		
5.) How much individual English language development instruction is the student receiving via pullout or an ENL course during the school day? (A minimum of 1 hr daily is recommended)		
6.) Has an alternate grading strategy been implemented including a portfolio, contract, or rubric assessment?		

Testing Data:

Test	Prior Year	Prior Year	Current Year
NYSITELL			
State Assessment – reading			
State Assessment - math			
State Assessment - science			
State Assessment – social studies			
MAP- reading			

MAP -language			
MAP - math			
Otis Lennon - IQ			
Fountas and Pinnell level			

General Interventions:

Pull out instruction	
Modified assignments	
Allow extra time	
Modified assessments	
Use graphic organizers	
Stress key vocabulary	
Use simplified readings	
Model cognitive strategies	
Provide word banks	
Simplify instructions	

More Specific Interventions:

Based upon the information presented, the student ___ should be retained in the _____ grade. ___ should not be retained.

Signature:_____ Date:_____

ENL Referrals to Special Education

The following are guidelines regarding the referral of ENL students for Special Education.

A referral to special education should only happen after all other avenues have been explored, and you can conclude that the child's needs cannot be met by the regular education program and that student needs are not related to second or other language learning.

It is recommended that the child be in the school system for more than a full academic year before a referral to special education is justified except when prior knowledge of handicaps is available or handicaps are obviously apparent.

Often times, special education identification has already happened in another state and the student will customarily have to be retested in order to be identified for services in New York.

All referrals of LEP students to special education should include the results of tests in the child's native language and in English to provide evidence that the difficulties are present in both languages.

In searching for a bilingual evaluator or interpreter for assessment purposes, the candidate must be a non-biased party who is fluent in the native language of the student. Ideally, the interpreter/translator should be from the same language, country, and cultural background of the student to avoid linguistic and cultural miscues.

Parental Notification

Notification of a student's English language proficiency level must be sent to the responsible parent or guardian within thirty (30) days of testing (or within 30 days of receiving the scores in the case of the annual assessment). The letter will state that the student will be receiving ENL services appropriate to the student's English language proficiency, and must provide an opportunity for the parent to decline these services for their child.

Decline Services

A parent or legal guardian of an LEP student may decline the participation of their child in the ENL Program. This request must be submitted in writing and will be retained in the student's permanent ENL file.

Declining ENL Services does not change the student's status as LEP. The student must be included on all state and federal reporting of Limited English Proficient students and is required to participate in the annual English proficiency assessment. Testing is not optional, and cannot be refused.

Monitoring and Exiting Former LEP Students

The transition from Limited English Proficient (LEP) to Fluent English Proficient (FEP) is marked by the first score of Level 5 on the NYSITELL annual assessment. At this time the student is no longer required to participate in daily English language development services and is reclassified to fluent English proficient (FEP) status for reporting. The Reclassification of LEP student to FEP must be documented in the student's records using the Reclassification Form. The student begins a period of informal monitoring that continues until the student has attained an Overall score of Level 5 twice consecutively on the NYSITELL assessment.

After demonstrating Fluent English Proficiency by attaining a score of Level 5 twice consecutively on the annual NYSITELL, former LEP students begin a two-year period of formal monitoring. This formal monitoring must ensure that former LEP students who have been reclassified to FEP are able to participate meaningfully in the regular educational program, which means:

1) students are able to perform on-par with their native English speaking peers in the regular educational program;
2) students are able to have full access to all aspects of the school's mainstream curriculum and participate successfully without the use of simplified English materials; and
3) students have access to language instruction services if needed.

During the two-year period of formal monitoring, the ENL staff shall collect data on the academic performance of FEP students after each grading period. This information must be documented in the student's records using the FEP Monitoring Form on the following pages. State Assessment scores, report cards, and teacher/administrator comments will be reviewed to determine if the student is achieving academic success. Annual English proficiency assessment is not required during the formal two-year monitoring period.

If monitoring shows that the student is falling behind in academic performance and/or English language skills, the situation must be assessed, analyzed, and arrangements should be made to provide the student with appropriate assistance. ENL staff, classroom teachers, administrators, and building teams should collaborate throughout this process.

If a former LEP student demonstrates academic success throughout the two-year formal monitoring period, the student may exit the English as a Second Language program. The FEP student exit from the ENL program must be documented in the FEP Student Exit Form.

Reclassification of LEP Student to FEP

Student Name: _____ Student ID#.: _____ Grade: _____

_ STUDENT GRADES (Attach Report Card)

__ STANDARDIZED TEST SCORES

COMMENTS _____

_____

_____

School Year: _____   D.O.B.: _____

_____ _____ _____ _____ _____

Attainment of 1st Level 5 Overall Score: _____

NYSITELL Scales Test Date: _____

Exit English language development services and reclassify as FEP _____

Begin informal monitoring _____

Test	Date Taken	English	Science	Math
NYSITELL				
State Assessment		Overall Score:		

FEP MONITORING FORM

Student Name: _____ D.O.B: _____ Student ID #: _____ Grade: _____

Teacher: _____

STUDENT GRADES (Attach Report Card)

STANDARDIZED TEST SCORES

OTHER COMMENTS (classroom teacher, ENL staff, administrators, etc...) _____

_____

_____

Signature of Teacher: _____   Date: _____

Signature of ENL Staff: _____   Date: _____

Signature of Administrator: _____   Date: _____

FEP STUDENT EXIT FORM

School: Teacher:

RECLASSIFICATION OF LEP STUDENT TO FEP. (Attainment of 1st Level 5 Overall Score: NYSITELL Proficiency Assessment)	Date:
FEP STUDENT TWO-YEAR FORMAL MONITORING (Attainment of 2nd Level 5 Overall Score: NYSITELL Proficiency Assessment) Year One starting Year Two starting	Date: Date: Date:
END OF TWO-YEAR MONITORING	Date:

NYSITELL, STARDARDIZED TESTS SCORES, GRADES, AND OBSERVATIONS INDICATE THAT STUDENT IS READY FOR COMPLETE EXIT FROM ENL SERVICES AND MONITORING.

Signature of Teacher: _____   Date: _____

Signature of ENL Staff: _____   Date: _____

Signature of Principal: _____   Date: _____

Migrant Education Program

Many individuals in the United States are classified as migrant farm workers. Many of these migrant farm workers travel as a family from one job to another to improve their financial situation. The temporary nature of their work creates residency problems, language barriers, and lack of contact with community services. Social, economic, or health benefits are seldom available to migrant families.

Since most migrant children move frequently, their school attendance is often interrupted and they tend to lack skills in language, reading and mathematics. In addition to their mobility issues, these students are usually coping with limited English proficiency, poverty, and the fact that they often have to help sustain the family by working or looking after younger siblings instead of going to school.

The ENL Program assists the DOE in identifying HJCS students that may be eligible for the Migrant Education Program by administering the Migrant Work Survey (see sample on the following page) to families that have moved within the last three years to work in agricultural activities as indicated on the Home Language Survey. Their responses are submitted to the DOE recruiters who then visit the families for an interview to determine their eligibility.

Migrant Student Placement and Scheduling

❖ Migrant students home based outside of New York must be placed in grade levels and courses according to their home base school instructions.

❖ Migrant students must receive appropriate academic services based on the latest records from the home base school or last school attended.

LEP Cumulative Folder

It is required that a cumulative folder specific to LEP student's records must be kept and maintained. All information must be updated at the end of each school year or when a student transfers to another school or school district.

ENL staff must keep all records up to date following the LEP Student Cumulative Folder Checklist Form. All updates must be recorded in the LEP student cumulative folder log Form.

LEP Student Cumulative Folder Checklist

Cumulative folders are legal and confidential student education records. Cumulative folders and all information contained therein are only allowed by law to be viewed by school officials for whom the viewing of the record is required to fulfill his/her professional responsibility. Parents may request in writing to view their child's records and students over the age of 18 may request in writing to view their own records. (20 U.S.C. § 1232g (b): 34 CFR subpart D)

School staff must take care when working with cumulative folders to keep all information intact, confidential, and safe.

Please use the following checklist to ensure that information specific to limited English proficient (LEP) students is included in the cumulative folder. Update all information in cumulative folders at the end of each school year or when a student transfers to another school or school district.

- ❖ Home Language Survey
- ❖ Individual Learning Plan
- ❖ A copy of the NYSITELL student proficiency report: student proficiency reports should remain in the cumulative folder for at least two years
- ❖ State Assessment scores
- ❖ FEP Exiting/Monitoring form and documents for former LEP students in the two-year monitoring period If the parents refuse services

LEP Student Cumulative Folder Log of Updates

Date	Document	Full Name

English Language Proficiency Levels

ENL students have varying levels of English proficiency. Their levels, which are assessed and identified by the ENL program staff are described below:

Level 1	Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to simple communication tasks.
Level 2	Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.
Level 3	Students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language.
Level 4	Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident.
Level 5	Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students speak, understand, read, write, and comprehend English without difficulty and display academic achievement comparable to native- English speaking peers. To attain the English proficiency of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

Appropriate Modifications and Assessment for ENL Students Level 1

Description of Level 1 Students

At Level 1 students cannot speak or understand English except for a few concrete, high frequency words. The student cannot use any higher order thinking skills in English. The student derives all meaning from the context of a given situation.

<u>Appropriate Instructional Modifications for Level 1 Students</u>

- ✓ Assign a study buddy
- ✓ Allow extra time to complete work
- ✓ Provide alternative texts
- ✓ Permit bilingual dictionaries
- ✓ Stress key vocabulary
- ✓ Highlight important concepts
- ✓ Use graphic organizers
- ✓ Incorporate schematic mapping
- ✓ Provide hands-on experiences
- ✓ Explain with pictures and realia
- ✓ Model vocabulary and concepts
- ✓ Allow one-word answers

<u>Assessing Level 1 Students</u>

- ✓ Create a grading contract
- ✓ Assign a pass/fail based on effort
- ✓ Participate in cooperative learning projects
- ✓ Answer yes/no questions
- ✓ Produce bilingual diagrams
- ✓ Create picture books illustrating key concepts
- ✓ Role-play events
- ✓ Draw and label sequential pictures
- ✓ Match words to pictures
- ✓ Provide lecture notes in simple English
- ✓ Speak and write directions
- ✓ Use closed-caption option on videos
- ✓ Use a bilingual tutor to pre-teach important concepts
- ✓ Avoid slang and idiomatic expressions
- ✓ Teach and model cognitive strategies

- ✓ Explicitly activate prior knowledge
- ✓ Read and write in the content areas.
- ✓ Provide written directions in simple   English
- ✓ Use process writing
- ✓ Construct hands-on projects (models, experiments, etc.)
- ✓ Make personal bilingual picture dictionary
- ✓ Make maps, charts, and graphs
- ✓ Create a "photo album" from magazine pictures to explain events and concepts
- ✓ Create graphic organizers
- ✓ Build collages to explain ideas
- ✓ Classify pictures and objects

Appropriate Modifications and Assessment for ENL Students Level 2

Description of Level 2 Students

A Level 2 student can communicate at a basic level. Although the student can understand some English in highly contextualized situations, the student may not produce much English. Most learning will take place through non-verbal cues and the native language. A Level 2 student experiences a lot of difficulty with higher order thinking in English.

Appropriate Instructional Modifications for Level 2 Students

- ✓ Assign a study buddy
- ✓ Allow extra time to complete work
- ✓ Provide simplified readings
- ✓ Permit bilingual dictionaries
- ✓ Stress key vocabulary
- ✓ Highlight important concepts
- ✓ Use graphic organizers
- ✓ Incorporate schematic mapping
- ✓ Provide hands-on experiences
- ✓ Explain with pictures and realia
- ✓ Model vocabulary and concepts
- ✓ Allow simple-phrased answers

Assessing Level 2 Students

- ✓ Create a grading contract
- ✓ Assign a pass/fail based on effort
- ✓ Participate in cooperative learning projects
- ✓ Answer what, when, and where questions

- ✓ Compare/contrast objects
- ✓ Produce bilingual diagrams
- ✓ Keep a learning log with pictures and   words to remember key concepts
- ✓ Role-play events
- ✓ Draw and describe sequential pictures
- ✓ Match words and phrases to pictures
- ✓ Construct hands-on projects (models,   experiments, etc.)
- ✓ Make personal bilingual picture dictionary
- ✓ Explicitly activate prior knowledge
- ✓ Provide lecture notes in simple English
- ✓ Allow tape recorder for note taking
- ✓ Avoid slang and idiomatic expressions
- ✓ Use close captioning on videos
- ✓ Use a bilingual tutor to pre-teach content   area concepts
- ✓ Use process writing
- ✓ Provide written directions in simple   English
- ✓ Read and write in the content areas
- ✓ Teach and model cognitive strategies
- ✓ Make maps, charts, and graphs
- ✓ Create a "photo album" from magazine pictures to explain events and concepts
- ✓ Create graphic organizers
- ✓ Classify pictures and objects
- ✓ Provide word banks for writing assignments
- ✓ Describe pictures, write captions for   each "photo"
- ✓ Take modified tests (labeling diagrams and pictures, etc.)
- ✓ Retell an experience or lesson to a peer,   teacher, or tape recorder
- ✓ Dictate a story

Appropriate Modifications and Assessment for ENL Students Level 3

Description of Level 3 Students

Level 3 students often appear to understand more English than they really do. They function fairly well in face-to-face contextualized conversation. However, they experience difficulty with academic language and higher order thinking skills. Although Level 3 students can learn using English, they still need many non-verbal cues to construct meaning.

Appropriate Instructional Modifications for Level 3 Students

- ✓ Assign a study buddy
- ✓ Allow extra time to complete work
- ✓ Provide simplified readings
- ✓ Emphasize and model reading comprehension strategies

- ✓ Permit bilingual dictionaries
- ✓ Stress key vocabulary
- ✓ Highlight key concepts
- ✓ Use graphic organizers
- ✓ Incorporate schematic mapping
- ✓ Provide hands-on experiences
- ✓ Explain with pictures and realia

Assessing Level 3 Students

- ✓ Create a grading contract
- ✓ Participate in cooperative learning   projects
- ✓ Use inferential thinking
- ✓ Answer how and why questions
- ✓ Keep a learning log with pictures and sentences describing key concepts
- ✓ Role-play events
- ✓ Create graphic organizers
- ✓ Construct hands-on projects (models, experiments, etc.)
- ✓ Explicitly activate prior knowledge
- ✓ Allow a tape recorder for note taking
- ✓ Use a bilingual tutor to pre-teach concepts
- ✓ Teach and model cognitive strategies
- ✓ Develop problem solving and application skills
- ✓ Use closed-caption option on video
- ✓ Read and write in the content areas
- ✓ Provide written directions in simple English
- ✓ Use process writing
- ✓ Make maps, charts, and graphs
- ✓ Create a persuasive argument
- ✓ Outline a lesson, story, or lecture, or summarize orally
- ✓ Provide word banks for writing assignments
- ✓ Take modified tests (open book, shortened, oral, more time)
- ✓ Justify an opinion

Appropriate Modifications and Assessment for ENL Students Level 4

Description of Level 4 Students

Level 4 students appear to be completely fluent in English. However, they have not yet mastered the ability to use English as a tool for learning. Level 4 students find cognitively complex tasks somewhat difficult and read approximately 2 years below grade level.

<u>Appropriate Instructional Modifications for Level 4 Students</u>

- ✓ Allow extra time and support to complete cognitively complex tasks
- ✓ Teach and model cognitive strategies
- ✓ Emphasize and model reading comprehension strategies
- ✓ Stress key concepts
- ✓ Use graphic organizers
- ✓ Incorporate schematic mapping

<u>Assessment for Level 4 Students</u>

- ✓ Participate in cooperative learning projects
- ✓ Synthesize or evaluate information
- ✓ Construct hands-on projects (models, experiments, etc.)
- ✓ Keep a learning log explaining important concepts
- ✓ Develop problem-solving and application skills
- ✓ Provide hands-on experiences
- ✓ Explicitly activate prior knowledge
- ✓ Read and write in the content areas
- ✓ Provide written directions in simple English
- ✓ Use process writing
- ✓ Create graphic organizers
- ✓ Make maps, charts, and graphs
- ✓ Use resources (library, internet, guest speakers) to write a report
- ✓ Match words with definitions
- ✓ Fill-in-the-blank using vocabulary

Considerations for the Classroom Teachers

The development of second language skills takes place in four areas: listening, speaking, reading and writing. In the normal language development process for first language learners, oral language skills precede the development of reading and writing skills. The process is the same for second language learners. Students must have a rich oral language experience background so that when they begin to read they have a meaningful reference point. Meaningful experiences facilitate comprehension as well as help to maintain and promote student interest.

While teaching phonics is not a priority, students have to be able to hear the differences between their native language and English before they can be expected to produce sounds. In addition, they must be able to decipher sound differences in order to begin to understand the new language. Teachers are encouraged not to rush production or over-correct errors.

Second language acquisition research has shown us that a student acquires language more effectively when language exposure has been provided that is meaningful and that input is comprehensible for students. Comprehensible input involves modeling activities and describing them at the same time. All new subject matter should be introduced by modeling either before the entire class or with the student on an individual basis. In addition to modeling expected behavior, visual clues offer meaningful reference for immediate comprehension of new vocabulary words and experiences. Repetition of words and phrases that are meaningless to the student is not the recommended pattern for provision of meaningful language experience or oral language development.

Students who have the advantage of strong literacy skills in their first language bring key concepts to the classroom with them. The problem here is that the language code system that we have is different from theirs. The key is to reinforce those concepts in the new language by providing visual context clues to facilitate comprehension and to work on vocabulary development. The concept is the constant and language is the variable. Conceptual skills transfer to the English language, so the important thing to remember is that skills do not have to be retaught. Language and vocabulary have to be taught in order to access the knowledge these students already possess.

Development of language skills for success in academic content area courses takes a long time. Primary goals will be to get meaning across and develop communicative performance for the subject material being taught. Teachers should incorporate as many concrete, hands-on, and visual activities as possible to facilitate comprehension.

Effective Practices for the Mainstream Classroom

Most of the following recommended strategies are promoted as good teaching strategies for all students. This is an important point because teachers usually don't have time to prepare a separate lesson for their LEP (Limited English Proficient) students and/or to work with them regularly on an individual basis.

A. Total Physical Response (TPR) TPR activities greatly multiply the amount of language input that can be handled by beginning learners. These activities tie comprehension with performance using low-anxiety, whole-body responses. It is recommended that TPR be utilized for 5-10 minutes at the beginning or end of each class. This approach helps to develop listening skills, increase vocabulary, and model proper English word order.

Steps:

1. The teacher develops scripts that provide students with the vocabulary related to learning situations, such as using a pay phone, getting ready for school, shopping, preparing a meal,

conducting an experiment, etc. (Note that situations may vary according to level).

2. Students follow the teacher's set of commands to act out an event.
3. The teacher and students make a written copy of the instructions.
4. Students play the roles of the teacher/reader of the series and performer of the actions.

B. Cooperative Learning (CL)

The CL approach uses student-centered learning activities completed by students in heterogeneous groups of two to six. CL assigns roles to each member of the group, so that students of different proficiency levels can work together on a common task. Through shared learning activities, LEP students gain knowledge by observing learning strategies used by their peers. LEP students further benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful. Small group learning also enhances LEP students' language acquisition. CL is proven to be effective for both academically advanced and lower achieving students.

C. Language Experience Approach

Implementation:

1. The student is asked to share his/her "experience" (a drawing, something brought from home, a group experience, an experience with the topic in discussion, etc.).
2. The student then dictates his/her story to the teacher or to another student. The writer copies down the story.
3. The teacher reads the story back and students read along.
4. As their language development progresses, students can rewrite their stories and illustrate them.

D. Dialogue Journals

A dialogue journal is a written conversation that a student and teacher carry on regularly (daily, weekly, etc.). Students write as much as they choose and the teacher writes back, responding to students' questions and comments, introducing new topics or asking questions, and promoting language development. The teacher never corrects students' entries. The students must be assured that journals won't be graded and that nobody else will read them.

E. Games

Games are especially helpful when the repetition of words or concepts is necessary to increase students' knowledge of vocabulary and concepts that require memorization. It is recommended that

competition be downplayed for most games, that the rules be few, and that they be clearly explained and demonstrated before the game begins.

F. Content-Centered Language Learning

Content-Centered Language Learning is a method that integrates English as a Second Language instruction with subject matter instruction. This technique focuses not only on learning a second language, but also on using that language as a medium to learn mathematics, science, social studies, or other academic subjects. The theory behind Content-Centered Language Learning is that language acquisition is based on input that is meaningful and understandable to the learner (Krashen, 1981). Research shows that language is effectively learned when it is a vehicle of instruction, not the object. Students reach a high level of second language development while mastering subject matter.

A content area teacher, or a combination of a content area teacher and an ENL (English as a Second Language) teacher, can implement the Content-Centered Language Learning method in their current instructional practices. By using modified curricula and appropriate teaching strategies, Content-Centered Language Learning can be used wherever and whenever LEP students receive academic instruction in English. Input is made comprehensible through a variety of means, such as demonstrations, visual aids, graphic organizers, hands-on materials, and manipulations of the content.

TIPS FOR TEACHING ENGLISH TO LEP STUDENTS THROUGH CONTENT AREAS:

Write the lesson's objectives and activities legibly on the board.

Develop and maintain routines.

List instructions step by step.

Present information in a variety of ways. Put information in a context that is more comprehensible to the students. Emphasize key words and phrases through intonation, repetition, and summarizing on the chalkboard. Give concrete examples. Use pictures and charts. Clarify new concepts (e.g., "The government's funds were diminished. That means the government was almost out of money.").

Try to answer all the questions that your students ask, but avoid overly detailed explanations. Point to objects and pictures, or demonstrate actions to help get the meaning across.

Use a variety of questioning techniques. • Check for understanding often (e.g., "In Arizona, rainfall is minimal during most of the year." To check for understanding, you might ask, "Does it rain much in Arizona?").

G. Multi-Sensory Approach

This approach makes use of the multi-sensory abilities of the human brain and body: auditory, kinesthetic, and visual. All these senses need to be "activated" for better comprehension.

TIPS FOR USING THE MULTI-SENSORY APPROACH WHILE TEACHING ENGLISH IN THE CONTENT AREAS:

• Increase "doing" or hands-on activities

• Use as many different kinds of media as possible

• Encourage small group and paired projects

• Increase use of demonstrations

H. Adapting and Modifying Materials Content area teachers are encouraged to collaborate with their

ENL colleagues in adapting and modifying classroom, homework, and testing materials for LEP students.

EXAMPLES OF ADAPTATIONS (Using the same materials as the rest of the class)
On a math test, delete word problems and add more computational problems, or grade only the computation part of the test. In social studies, grade students based on their memorization or recall skills (e.g., naming the states and capitals) or matching words and definitions. For a spelling assignment, let LEP students draw the definition of words. For science projects, have students create detailed pictures or models of the subject being   studied (i.e., heart, plant, weather, etc.) with labels written in English.
EXAMPLES OF MODIFICATIONS (Using different or additional materials while teaching the **same content)**
Use assignments from lower level textbooks or workbooks that correspond to what the class is learning at the time. Use lower level reading materials. Ask some of your native-speaking students to simplify a textbook by rewriting the chapters.   The task can be more manageable by giving each native-speaking student a few pages to rewrite. The simplified materials not only help your LEP students, but also other students who may find the regular text too difficult. The students who do the rewriting will benefit from having the opportunity to review and reinforce initial concepts and understandings. Ask native-speaking students who take comprehensible notes to duplicate them for LEP students to use as study aids.

REMEMBER:

1. Materials still need to be interesting!

2. Vocabulary can be simplified, but key technical terms must be retained.

3. Always consider students' language development.

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TIPS FOR ADAPTING MATERIALS

(Reflecting the student's language proficiency):
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- Put the topic sentence first, with supporting details in the subsequent sentences.
- Reduce the number of words in a sentence and the number of sentences in a paragraph.
- Consider word order. Use the subject-verb-object pattern for most sentences.
- Simplify vocabulary that will be used, but retain key concepts and technical terms.
- Limit the use of synonyms in written text and books.
- Introduce new vocabulary with clear definitions and repeat those new words as frequently as possible within text passages.
- Use simpler verb tenses, such as present, simple past, and simple future.
- Write in the active voice, not in the passive voice.
- Eliminate repetitive clauses with "who," "which," or "whom" wherever possible. Make the clause into a separate sentence.
- Convert the content into maps, charts, tables, lists, diagrams, semantic webs, etc.
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Sources:

❖ Help: They Don't Speak English Starter Kit for Primary Teachers
   http://www.escort.org/products/helpkit.html

❖ Help: They Don't Speak English Starter Kit for Secondary Teachers
   http://www.escort.org/products/secondaryhelpkit.html

❖ Strategies and Resources for Mainstream Teachers of English Language Learners, NW Reg. Ed
   Laboratory, May 2003   http://www.nwrel.org/request/2003may/textonly.html

❖ Frequently Asked Questions About Teaching ENL Students in the Mainstream Classroom
   http://ENL.fis.edu/teachers/support/f-faq1.htm   Download this article at:
   http://www.doe.state.in.us/lmmp/pdf/effectivepractices.pdf

Glossary of Terms and Definitions

ENL/ESOL – English As A Second Language/English to Speakers of Other Languages

TESOL – Teachers of English to Speakers of Other Languages: An international organization designed to promote English language learning throughout the world.

INTESOL – The local/state affiliate of the International Teachers of English to Speakers of Other Languages professional organization.

ELL – English Language Learner

HLS – Home Language Surveys are filled out by all families as part of the enrollment process to document the language history of the enrolling child.

LMS – A Language Minority Student (LMS) is a student for whom at least one of the following statements is true:

- the student's first acquired (learned) language is other than English; regardless of which is dominant;
- the language most often spoken by the student is other than English; or
- the language most often spoken in the student's home is other than English.

LEP – A student is considered Limited English Proficient (LEP) if he/she meets the following criteria:

- the student's English abilities are limited (or non-existent), as determined by an English language proficiency assessment instrument in the areas of listening, speaking, reading, and writing;
- the student's academic performance is not at grade level.

FEP – A student is considered Fluent English Proficient (FEP) if he/she is able to demonstrate "near native" or "native like" English abilities as determined by an English language proficiency instrument which measures competence in speaking, reading, and writing.

Sheltered Instruction – Content area instruction which has been adapted and is designed to highlight basic vocabulary, concepts, etc.

English As A Second Language (ENL)/English to Speakers of Other Languages (ESOL) Program - A structured language acquisition program designed to teach English to students whose native language is not English.

Bilingual/Bicultural Program – A program which utilizes the student's native language and cultural factors in instructing, maintaining, and further developing all the necessary skills in the student's native language and culture while introducing, maintaining, and developing all the necessary skills in the second language and culture.

Migrant Student – A student who moves with his/her family as many as two or three times each year and whose family's source of income is generated from short term seasonal jobs related to food processing, crop harvesting, or fish catching.