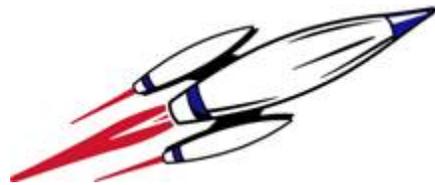


# *Remsen-Union Community School District*

## **ELL (ENGLISH LANGUAGE LEARNERS)**

### Program Handbook



*The mission of the Remsen-Union Community School District is to prepare each student with the knowledge and skills to become a lifelong learner and a successful, productive citizen with the help of a community committed to progress*

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**Iowa Non-English Speaking Legislation:  
Chapter 280.4 Uniform School Requirement  
Iowa Code**

This section of the Code requires that transitional bilingual education or English as a second language programs be provided for students whose primary (first) language is one other than English, until the student demonstrates a functional ability to understand, speak, read and write the English language. Section 670.57 of the Department of Education Administrative Rules sets the standard for these programs.

**Limited English Proficient Students  
Policy and Procedures**

A Limited English Proficient (LEP) student is defined as a student whose native language is not English and whose inability or limited ability to speak, understand, read or write English significantly impedes educational progress. The Code of Iowa (281-60.2 [280]) states that: “Limited English Proficient means a student’s language background is in a language other than English, and the student’s proficiency in English is such that the probability of the student’s success in an English-only classroom is below that of an academically successful peer with an English language background.”

The United States Federal Government and the State of Iowa prohibit discrimination against students on the grounds of race, color or national origin. Denial of equal opportunity includes “the failure by an educational agency to take appropriate action to overcome language barriers that impede participation by its students in its instructional program: (Equal Education Opportunity Act of 1974).

Each school district in the state of Iowa is required to have goals and procedures in place for the identification and assessment of LEP students, the development of an appropriate special language instruction program, a system for evaluation of that program, and criteria whereby students are exited from the program.

**Program Goals**

The major aim of English Language Learner (ELL) instruction is to develop the skills of the LEP students so they can function in school and in society at a level comparable to their native English-speaking peers. The goals of the program are to:

1. Educate ELL students to the same standard of excellence as all students in the school district.
2. Teach listening and reading English skills with an emphasis on comprehension in both social and academic settings.
3. Teach speaking and writing English skills with an emphasis on quality production in both social and academic settings.
4. Instill positive self-concepts and attitudes toward school in ELL students.
5. Develop students’ awareness of cultural diversity and encourage pride in their own bilingualism and biculturalism.

**English Language Learner Instructional Program  
Remsen- Union Community School District**

Remsen-Union Community School District is committed to accommodating all learners. To enhance academic equity and excellence, this plan establishes a renewed emphasis and commitment to educating limited English proficiency (LEP) students in our schools.

**Program Components for Literacy Development in LEP Students**

ELL education efforts are organized in several delivery components:

- Curriculum/instructional modifications in regular classrooms
- In-service and staff development
- ELL resources
- Certified staff for pull-out immersion classes
- Peer tutoring
- Provisions for integration with the school's educational program
- Continuous evaluation

**Goals**

Students served in the Remsen-Union ELL program will demonstrate:

- A measurable increase in the ability to comprehend spoken English
- An increase in their ability to express themselves in English orally and in writing
- Measurable growth in the use of English through varied methods of assessment and evaluation
- Measurable growth in functional level of English speaking and writing in the regular classroom

**Entry Criteria**

1. A home language survey will be distributed during fall registration to identify those whose first language is other than English.
2. LEP students are identified by assessing their English proficiency in reading writing, speaking and listening using teacher observation, oral, and verbal skills testing.
3. A building level referral form is obtained by the referring teacher and necessary background information is provided.
4. The building administrator will complete the written referral and send it to the ELL administrator/Superintendent

5. A certified teacher or tutor will be assigned to work with the classroom teacher in setting up a curriculum and schedule to meet the needs of the identified student.

### **Design of the Program**

Assessment measures used to determine English proficiency are also used diagnostically along with any other measures deemed necessary. Based on this diagnosis, a specific program design is selected (pullout, content-area English, etc.). Certified teachers or tutors work with classroom teachers in setting up a curriculum and schedule to meet the individual needs of the identified LEP students. Classroom support and assistance are also provided.

A progress folder will be kept on each student being served in the program. The records will contain work samples, testing and evaluations performed, and targeted areas of concentration of study, i.e.: written work, word identification, word/picture visual association, language skills, and reading comprehension.

### **Assessment of LEP Students**

An English Language Learner teacher then assesses a student whose language survey indicates that she/he may have limited English proficiency specifically for English language proficiency (within thirty days of the beginning of the school year or within two weeks of enrollment during the school year). If the results of the assessment demonstrate inability or limited ability to speak, understand, read, or write English, the student is then placed in the program designed to promote functional ability in English. The assessment tools include the IPT tests for placement and annual assessment purposes.

The Code of Iowa requires assessment of a student's academic skills at the age- and grade-appropriate level. This information is acquired in a number of ways, including examining previous school records, using non-verbal measures, and/or standardized tests.

### **Evaluation of Educational Program**

Process evaluation will be used to determine program effectiveness and necessary changes. Students' needs are the primary consideration, as well as whether the program has been carried out as planned. Process evaluation occurs formatively through student evaluation, parent-teacher conferences, and dialog with content area teachers and administrators. The prime factor in the program's success is student growth and development in both language skills and subject or content matter areas.

**English Proficiency Levels**  
**For Reading Content Standards**  
Aligned with Remsen-Union Community Schools  
Reading Benchmarks

	<b>Non-Proficient</b>	<b>Beginner</b>	<b>Intermediate</b>	<b>Nearing Fluent</b>	<b>Advanced</b>	<b>Fluent</b>
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Reading English Proficiency Levels	Zero to very limited ability in reading English	Reads and understands simple narrative and descriptive text. Vocabulary for comprehension is limited to simple elementary needs (names, addresses, dates, short information pieces). Comprehension requires re-reading and checking. Material understood rarely exceeds a single phrase.	Understands simple material (messages, greetings, popular advertising, letters, and invitations). Can guess at unfamiliar vocabulary if highly contextualized. Understands short discourse on familiar topics. Misinterpretations still occur with complex material. May have to read material several times and may need clarification.	Reads simple printed material within a familiar context. Can read uncomplicated prose on familiar subjects in frequently used sentence patterns. Reads the facts but cannot draw inferences.	Understands most factual information in non-technical prose as well as some discussion on concrete topics related to special events. Able to read for information and description, to follow sequence of events, and to react to that information. Able to separate, locate, and interpret main ideas and details.	Reads standard newspaper items addressed to the general reader, routine correspondence reports and technical materials. Gains new knowledge from materials on unfamiliar topics in areas of a general nature. Can interpret hypotheses, supported opinion and conjectures. Able to “read between the lines.” May be unable to appreciate nuances or style.
3 ELL Benchmark Alignment to English Proficiency Levels for Reading	<b>Non-Proficient</b> K.2.2— Understands that print is organized and read left to right, top to bottom, and tracking	<b>Beginner</b> 1.1.2—Reads passage using picture clues 1.2.1—Understands how print is organized and read	<b>Intermediate</b> 1.1.7—Uses context clues to decode unknown words 1.2.3—Reads passage using context clues 2.1.2—Uses word structures to decode unknown words 2.1.3—Uses context clues to infer the meaning of new and unfamiliar words	<b>Nearing Fluent</b> 2.2.1—Recalls important ideas and details 2.2.3—Sequences important events using words 3.1.1—Uses context clues to infer the meaning of new and unfamiliar words	<b>Advanced</b> 3.2.1—Identifies cause and effect and sequence of events 3.2.3—Draws conclusions from written text 4.2.1—Interprets details 4.2.4—Identifies main ideas and details, cause and effect, and sequence of events 6.1.1—Understands the meaning of unfamiliar words using a variety of strategies 6.2.2—Makes inferences and comparisons and draws conclusions 7.1.2—Uses a variety of strategies as an aid to comprehension	<b>Fluent</b> 8.2.3—Formulates a response to informational texts and literary texts such as interprets main ideas, draws conclusions, connects with prior knowledge 9/10.2.3—Reads a passage to determine relevant information 9/10.2.5—Summarizes relationships among concepts and details in informational texts 11/12.2.2—Analyzes information when reading from a variety of texts 11/12.2.7—Reads material for relevant information

**English Proficiency Levels  
For Writing Standards**  
Aligned with Remsen-Union Community Schools  
Writing Benchmarks

	<b>Non-Proficient</b>	<b>Beginner</b>	<b>Intermediate</b>	<b>Nearing Fluent</b>	<b>Advanced</b>	<b>Fluent</b>
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Writing	Zero to very limited ability in writing English	Copies isolated words or short phrases. Writes simple memorized materials. Frequently misspells words.	Composes short paragraphs or takes simple notes on very familiar topics. Evidence of good control of basic sentence construction and inflections (subject/verb agreement) and straightforward syntactic constructions in present, past, and future tense though errors occasionally occur.	Takes notes in some detail on familiar topics and responds to personal questioning using elementary vocabulary and common structures. Expresses fairly accurately present and future tense. Produces some past verb forms, but not always accurately or with correct usage.	Writes simple social correspondence, takes notes, writes summaries, and describes factual topics. Make common errors in spelling and punctuation. Shows control of most common conventions. Join sentences in limited discourse. Difficulty in producing complex sentences. Paragraphs are reasonably unified and coherent.	Uses the written English in most exchanges. Writes short papers and expresses statements of position, points of view and arguments. Good control of Structure, spelling, and vocabulary. Uses complex and compound sentences and structures to express ideas clearly and coherently. Has some problems tailoring writing to a variety of audiences and styles.
3 ELL Benchmark Alignment to English Proficiency Levels for Writing	<b>Non-Proficient</b>  K.1.1—Draws, dictates or writes to express ideas.	<b>Beginner</b>  K.2.3—Uses directionality of print in writing 1.2.2—Uses spacing between words.	<b>Intermediate</b>  1.1.1—Writes three or more sentences with a logical sequence of events 1.2.6—Writes a complete thought 2.2.5—Constructs a complete sentence 2.3.2—Generates questions about topics of interest 3.2.6—Writes a complete sentence	<b>Nearing Fluent</b>  4.1.1—Writes in a variety of formats 4.2.4---Uses a variety of sentence lengths and structures to express ideas	<b>Advanced</b>  5.2.3—Uses conventions of spelling 5.2.5—Uses paragraph form in writing 5.3.2—Uses strategies to gather and organize	<b>Fluent</b>  5.2.4—Uses appropriate grammar 6.1.1—Uses writing forms for variety of purposes and audiences 6.1.6—Uses language to clarify and enhance ideas

**English Proficiency Levels**  
**For Speaking Standards**  
Aligned with Remsen-Union Community Schools  
Speaking Benchmarks

	<b>Non-Proficient</b>	<b>Beginner</b>	<b>Intermediate</b>	<b>Nearing Fluent</b>	<b>Advanced</b>	<b>Fluent</b>
<b>Speaking English Proficiency Levels</b>	Zero to very limited ability in speaking English	Asks and answers questions to satisfy routine daily speaking needs on very familiar topics. Speaking vocabulary expresses the most elementary needs.	Handles with confidence but not facility most daily speaking tasks. Can handle limited academic language and will need to help for most tasks. Vocabulary is limited.	Participates effectively and sometimes hesitantly in social and academic conversations. Makes occasional errors in idioms and structure.	Speaks English in most situations. Comprehension is quite complete for a normal rate of speech. Makes occasional errors in idioms and structure obscuring meaning.	Uses the language fluently on all levels normal to school related needs. Understands and participates in almost any conversations within the range of experience with a high degree of fluency.
<b>3 ELL Benchmark Alignment to English Proficiency Levels for Speaking</b>	<b>Non-Proficient</b>	<b>Beginner</b> K.1.2—Asks and responds to questions K.1.3—Communicates feelings, ideas, and needs	<b>Intermediate</b> 1.1.3—Expresses appropriate wants and needs	<b>Nearing Fluent</b> 1.1.5—Participates in discussion 2.1.3—Contributes to discussion	<b>Advanced</b> 3.1.1—Speaks for different purposes 4.1.1—Speaks in a variety of settings	<b>Fluent</b> 5.1.1—Uses nonverbal skills to communicate 5.1.2—Uses verbal skills to communicate 11/12.1.4—Uses effective speaking techniques for a variety of audiences

### Exit Criteria

Three major identification criteria for exiting the ELL program are:

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1. The student will show proficiency in English speaking, listening, reading and writing at a level commensurate with his/her grade and/or age peers as demonstrated on ITBS/ITEDs and as per their score on the spring ELD assessment.
2. The student is working at grade level in all content area as demonstrated on classroom assessment and progress evaluation.
3. Teacher observations and recommendations reveal that the student is ready to exit the program.

A different testing process (as recommended by Northwest AEA personnel) than was used for entrance into the program will be used to assess the readiness of the student to exit the program.

### **Trial Mainstreaming**

An (up to 45 day) trial period of mainstreaming will be held for each student exiting the program. This period is for those students who have demonstrated that they are able to participate in many activities that involve English as the only medium of instruction. The purpose of this trial period is to give the student an opportunity to “try out” an all English classroom without any English Language Learner instruction. When this trial period proves successful, the student will be permanently mainstreamed into the classroom setting with language support services.