



SECTION III: STUDENT POLICY 3100

English Language Learners (ELL)

Identification

ISOK will first identify bilingual and student that are ELL, students whose dominant language is not English, during the enrollment process using the Child Find previously described. Children and families with limited English proficiency will be provided translation and interpretation services upon request and to the extent needed to help the family understand the enrollment process and enroll the student in school in compliance with the Civil Rights Act of 1964, Title VI, 42 U.S.C. § 2000d et seq. and the Equal Education Opportunity Act, 20 U.S.C. § 1703.

In addition to the child find query, a home language survey, teacher observation and student placement assessment will be completed. A language proficiency assessment (yearly) as well as culminating data on the student's academic performance scores will become part of the components that develop his/her Language Instruction Educational Plan (LIEP) and Individualized Learning Plan (ILP).

Services

ISOK will implement the Language Instruction and Program Delivery Plan (LIPDP) as developed by ISOK. The school may employ, as needed, an appropriately licensed ESL or bi-lingual teacher for students identified as ELL. The contracted ESL teacher can provide support to the students within the virtual school by: relating background information and experiences to the students to better grasp a concept, scaffolding instruction to aid the students in comprehension, adjusting speech or content providing project based learning experiences, developing necessary visual supports, and providing in classroom modeling of best instructional practices for

the general education teachers. If a need is established, ISOK will consider acquiring and using third party courses to assist with English language acquisition.

Monitoring Status and Exit Criteria

The monitoring and exit criteria for ELL students will be consistent with Oklahoma and federal requirements.

Professional development will be provided to all staff on the following: research-based bilingual/multicultural programs and implications for instruction, best practices of English as a Second Language (ESL), English Language Development (ELD), Sheltered Instruction Observation Protocol Model (SIOP), and /or language revitalization programs and the principles of language acquisition.