



TUTORING GUIDELINES ELL Support Timeline

As English language proficiency increases, the necessary hours each day for bilingual tutors decreases. Additionally, the focus of tutoring moves from bilingual support and translation to strategy instruction and reinforcement.

In order to comply with No Child Left Behind and Office of Civil Rights legislation, schools should support their English Language Learners (ELLs) with, at minimum, the following:

NES (Non-English Speaker)/ (Level 1): Entire day, 5 days a week

LEPa (Level 2): Entire day – Entire day, 5 days a week

LEPb (Level 3): 4 hrs/day, 4-5 days a week

LEPc (Level 4): 3hrs/day, 3 days a week

LEPd (Level 5): 2 hrs/ day, 2 days a week

FES (Fluent English Speaker): tutoring as needed –

The FES student's academic success must be monitored for a minimum of two years.

*****NOTE 1: These guidelines are intended for students in grades 6-12. Students in grades K-5 will generally require approximately ½ of the hours of support as listed above due to the nature and contextualization of instruction at these levels.***

Setting aside a portion of the day in the child's schedule for the ELL student to get "PULL-OUT" tutorial support to work on EXISTING assignments or language goals is a research-based means to positively affect the child's academic success and English acquisition.

Elementary (two 20-25 minute blocks every day)

- or -

Middle school / high school (one class period each day)

By doing so, the "PUSH-IN" method (a tutor in the classroom during student instruction) helps limit missed content area instruction and work.

THE CHILD MAY NEED ADDITIONAL TUTORIAL SUPPORT IF THE ABOVE-MENTIONED HOURS ARE NOT ENOUGH TO PROVIDE THE CHILD WITH AN EQUAL OPPORTUNITY TO **MEANINGFUL** EDUCATION.

One way to support this is before and/or after school tutoring.

***** Note 2: Even if the ELPA (English Language Proficiency Assessment) or LAS determines that the child is proficient in English; this is NOT the only milestone that must be reached before the child is exited from ESL services.***

It is common that, as the academic language becomes increasingly difficult in middle and high school, a student whose support has been cancelled due to program exiting needs to re-enter the ESL program and re-utilize its support system.

Fulfillment of Title III reimbursement from the GISD does NOT relieve districts of their obligations under state and federal laws to continue to provide appropriate services to ELL students.

If the funding sector of your institution has any difficulties supporting the above-mentioned tutor guidelines, (particularly after the Title III funding has been used up) please see No Child Left Behind, Office of Civil Rights and IDEA accountability.

***** Note 3: A child may NOT, BY ANY MEANS, be put in special education UNLESS the child has***

- 1- Been given a special education placement test in his/her home language***
- OR***
- 2- An individual highly-qualified in second language acquisition knowledge and ESL has determined that the native language testing is not appropriate for the child's special education determination.***

Sub-note: A low score on an English proficiency test is NOT an indicator of special education placement; these tests ONLY indicate the child's English proficiency level.