



INTRODUCTION

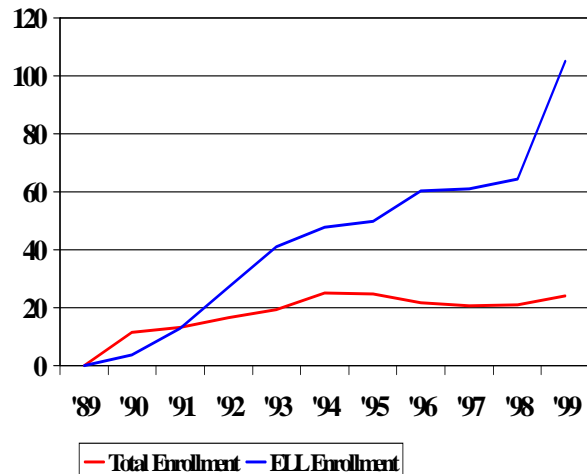
The ELL Handbook provides district staff with information about Boise School District programs and procedures for English language learners. Information is specified concerning contacts, program guidelines and interpretation, frequently asked questions, instructional strategies, and additional resources that can be used in assisting English language learners.

ENGLISH LANGUAGE LEARNERS

Who Are They?

English language learners come from families moving to this country, either as refugees or immigrants. Millions of immigrant children enter U.S. public schools each year. They speak hundreds of different languages and many have difficulties communicating in English. 46.9 million of these residents speak a language other than English in the home and approximately 1 in 5 K-12 students have at least one foreign-born parent. During 1994, U.S. LEP (limited English proficient) enrollment increased by 47.8% and by 1999, 104.97%. Idaho has experienced a 415.5% increase in limited English proficient students since 1990 compared to a native English speaking student increase of 27.7%. The 2002 U.S. Census reported that 13.5 million children under the age of 18 were children of immigrants.

 **U.S. Rate of ELL Student Growth**



The number of students in Boise schools needing English language instruction has risen significantly the past few years. Across the district, over 2,000 students representing approximately 90 different language groups receive language assistance, in addition to traditional course offerings.

Given these demographic changes, the Boise School District has accepted this responsibility to reach out to ELL students and provide them with an education that will make them full and active members in both the community and the broader society.



INTRODUCTION

OUR DISTRICT ELL MISSION

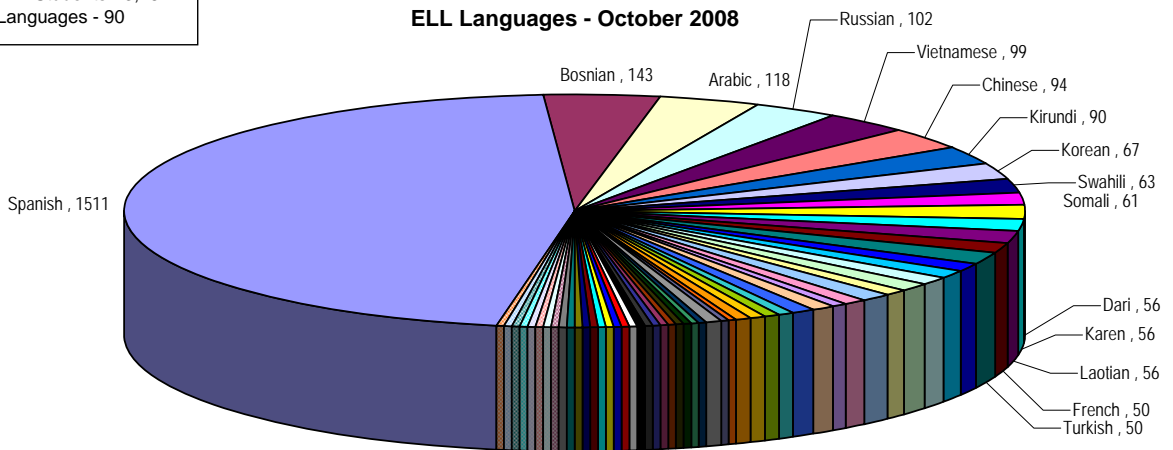
We educate students to be lifelong learners and contributing citizens and, as an ELL program, our mission is to provide culturally and linguistically diverse students with opportunities for future success by fostering high standards for English literacy through listening, speaking, reading, and writing.

OUR DISTRICT ELL VISION

We envision a program that:

- Will support and enhance the ELL students' performance and meaningful participation in the regular classroom
- Will assist all students in achieving grade - level standards
- Will help students reach English proficiency in reading, writing, speaking, and listening
- Will provide and maintain a learning environment in which students can excel in English while embracing their native culture and language
- Will integrate other cultures into our educational system and the community

Total ELL Students - 3,284
Total Languages - 90



Spanish	Bosnian	Arabic	Russian	Vietnamese	Chinese	Kirundi	Korean	Swahili
Somali	Dari	Karen	Laotian	French	Turkish	German	Mai Mai	Farsi
Kizigua	Japanese	Chamorro	Nepali	Burmese (Myanmar)	Tagalog	Uzbek	Serbo-Croatian	Ukrainian
Albanian	Hindi	Basque	Creole	Romanian	Urdu	Cambodian	Kinyarwanda	Kurdish
Thai	Filipino	Liberian	Tamil	Gujarati	Dutch	Italian	Samoan	Telugu
Amharic	Bengali	Czech	Hungarian	Punjabi	Tigrinya	Acholi	Chuukese (Trukese)	Danish
Kashmiri	Marshallese	Oromo	Swedish	Indonesian	Kannada	Nuer	Pashto	Persian
Visaya	Awadhi	Greek	Hawaiian	Malayalam	Portugese	Georgian	Marathi	Norwegian
Polish	Shona	Afar	Afrikaans	Armenian	Bulgarian	Chin	Finnish	Guarani
Hebrew	Kutu	Malagasy	Malay	Nez Perce	Saipanese	Serbian	Shoshoni	Yugoslavian



REFUGEES

Why They Come Here; Why We Bring Them Here

Millions of uprooted and displaced people languish in substandard living conditions in border camps and countries of first asylum around the world. The problem is one of global proportions and is inseparable from the problem of basic human rights violations. People are forced into exile by relentless violence, virtually imprisoned in camps where dependence grows with each day of exile and where human dignity is eroded in equal proportion. There is no end in sight for the seemingly interminable refugee-producing crises around the world.

“Refugees are persons who have fled their countries of residence and cannot return because of a well-founded fear of persecution based on race, religion, nationality, membership in a particular social group, or political opinion.”

The Refugee Act

Third country resettlement is often the last resort for refugees who find repatriation to their native lands or permanent resettlement in their countries of first asylum impossible. The Refugee Act of 1980 established a national policy for the admission of refugees and a network of service providers under the Office of Refugee Resettlement. While the law is designed to enable refugees to begin new lives in a relatively secure environment, not everyone wishing to enter the United States can qualify for refugee status.

As defined by the Refugee Act, refugees are people who have fled their homelands and are unable or unwilling to return “because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion.”

On a global level, the tragedy of refugee displacement is all too often reduced to numbers; thousands here or millions there. Root causes are generalized and often perceived to be out of our control. On a community level, however, refugees become real people—families much like ours with very real problems, fears, hopes, and aspirations. In Boise, the refugee community includes many different groups.

IMMIGRANTS

Looking for Opportunity

The remainder of foreign-born ELL students are immigrants; people coming to this country for better opportunities and lives. Immigrants differ from refugees in several ways: they were not forced from their country, their lives were typically not in danger, and they can return to their native country if they choose.

“Everywhere immigrants have enriched and strengthened the fabric of American life.”

John F. Kennedy



U.S. BORN ELLS

There is a growing population nationwide of ELL students from limited or non-English speaking families but who were born in the United States. Approximately 55% of school-age LEP students are born in the U.S. (National Clearinghouse for English Language Acquisition, 2000). Some of these students themselves are English-speaking but lack pieces of the linguistic or historical background necessary to be completely competitive at a cognitive academic level in a traditional mainstream classroom without appropriate accommodations or academic scaffolding.

Even larger groups of U.S. born ELLs are themselves limited or non-English speaking. Sometimes the families have been highly migratory without a continuous opportunity to learn English or the student was enrolled in a late-exit bilingual program and has not yet made the transition into an all-English academic environment.