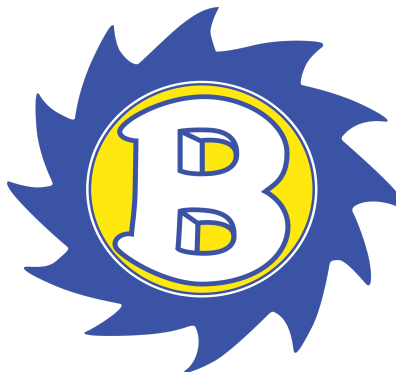


English Learner Program

Brooklyn City Schools

2023-2024



Tradition

Pride

Excellence



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Section I - Overview of English Learner (EL) Program

Vision and Mission

VISION

Brooklyn City Schools will be the model of educational excellence and community connectivity through practical, diverse, and innovative approaches to learning.

MISSION STATEMENT

To educate, inspire and foster pride, unity, and respect.

Core Beliefs

Respect – The Brooklyn City Schools will encourage a school environment where everyone’s respective talents, skills and capabilities are affirmed and mutually accepted.

Character – The Brooklyn City Schools will promote among its student body and staff an attitude of doing the right thing at the right time in how we behave, think, speak and interact with one another.

Excellence – The Brooklyn City Schools will rigorously pursue the highest standards of quality in academic, co-curricular, social and emotional, and interpersonal endeavors, striving to be the very best we can.

Integrity – The Brooklyn City Schools will demonstrate trust with the community and display a consistent and uncompromising adherence to strong moral and ethical principles and values.

Diversity – The Brooklyn City Schools values diversity, equity and inclusion and will be accepting of all, regardless of race, gender, orientation, ethnicity or background.

Accountability – The Brooklyn City Schools will promote personal responsibility and fulfilling one another’s obligations with the highest standards of quality and excellence.



Federal Requirements

Under [Title VI of the Civil Rights Act of 1964](#) (Title VI) and the [Equal Educational Opportunities Act of 1974](#) (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.

Language Instruction Education Program

The [Every Student Succeeds Act](#) (ESSA), which is the latest version of [No Child Left Behind](#) (NCLB), requires a uniform process for identifying, servicing, and exiting ELs. Each Local Education Agency (LEA) must develop and utilize an effective Language Instruction Education Program (LIEP).

In Ohio, nearly 60,000 English Learners (ELs) are enrolled in the state's elementary and secondary public schools. Like their native-English speaking peers, EL's in Ohio are expected to achieve the state's Learning Standards in the content areas of English language arts, mathematics, science, social studies and other subjects. However, in order to achieve high educational standards leading to college and career readiness, ELs have the unique challenge of acquiring a new language and learning new cultural norms in addition to learning academic content and skills.

The term "English learner," when used with respect to an individual, is an individual with the following characteristics:

- Is between the ages of 3 and 21
- Is enrolled in an elementary or secondary school
- Has a language other than English as the native/home language, whether born in the U.S. or another country; and
- Has such difficulty speaking, reading, writing or understanding English that the student may be unable to perform well enough in class or on state tests to meet the expected state standards for achievement.



Goals of the EL Program

The Brooklyn City School District is committed to providing a high-quality English Learner (EL) Program that fosters pride in students' native cultures and languages while ensuring academic, linguistic, and sociocultural success. To meet the students' English language development needs, the Brooklyn City School District provides:

- Support for EL students utilizing research based instructional strategies
- Support and engagement for EL families
- Professional development opportunities for EL and general education staff
- Identification and appropriate services for EL students
- Support that will help EL students become lifelong learners and productive citizens

EL Department Staff

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Staff Responsibilities

- Prepare and teach lessons aligned to state standards
- Use research based principles to provide instruction
- Create an approved teaching schedule and adjust that based on changing needs of individual ELs
- Provide resources, guidance, and support to building staff
- Ensure that ELs have equitable access to instruction
- Promote respect for the language rights and culture of all people
- Act as a resource to staff regarding cultural matters
- Assist with student integration into the school community
- Facilitate the socialization of students into classrooms
- Teach survival English skills to newcomers
- Assist with district, state and national assessments of ELs using appropriate accommodations
- Analyze EL data from local and state assessments to progress monitor and improve academic outcomes
- Participate in the referral process to assist in accurately identifying a student with a disability
- Participate as a member of the IEP team for ELs identified with a disability
- Assist with parent engagement and communication
- Arrange interpreters when necessary
- Ensure that important school information is shared in an understandable format
- Assist in monitoring former ELs who exited the program

EL Coordinator Responsibilities

- Emphasize the mission and vision and expresses high expectations for students and staff
- Share important information with department staff through regular updates and department meetings
- Ensure necessary staff, curricular materials, and facilities are in place and used properly
- Support EL teachers in managing their responsibilities
- Attend state and national Teaching English to Speakers of Other Languages (TESOL) conferences



- Participate in local EL teaching and administration networks
- Ensures compliance is maintained through the EL identification process
- Develops and updates the EL Program Manual with collaboration with EL staff
- Participates on the interview team for hiring EL staff
- Reviews teaching assignments and makes staffing recommendations based on caseloads student data
- Participates on leadership teams
- Updates students' Education Management Information System (EMIS) English Learner codes, Limited English Proficient (LEP) reclassification states, and immigrant status
- Leads the EL program evaluation team to assess program success and makes suggestions for improvement
- Shares a variety of professional development opportunities for staff
- Assists in planning family engagement activities
- Serves as a Building Test Coordinator (BTC)
- Oversees Title III purchases to supplement in the categories of improving English proficiency, providing professional development and engaging families
- Acts as a liaison between the school district and translation and interpretation organizations



Section II - Identification, Service, Exit Criteria, and Re-enrollment

Registration and Identification Process

Brooklyn City Schools utilizes the [Home Language Survey](#) to identify students who are English learners within 30 days of the student's enrollment. As part of welcoming all new students and their families, Ohio's Language Usage Survey must be completed as part of the registration process for each student to support communication with the family and in the identification and instruction of potential English learners. To provide accessible instruction to English learners (ELs), the [Every Student Succeeds Act \(ESSA\)](#) requires all states and school districts to implement uniform entrance, reclassification and monitoring procedures. The resources below can be used to understand and meet these requirements.

The Ohio English Language Proficiency Screener (OELPS) is the standardized assessment tool the Department uses to classify students as English learners. This assessment has four domains: reading, writing, listening and speaking. When students are identified as potential English learners, they take the (OELPS) to screen their development of English as a second or new language in the domains of listening, speaking, reading and writing. The scores from the OELPS determine the eligibility of the student for the EL program.

Parent Notification

Districts and schools that are recipients of Title III funds are required to initially and annually notify the parents and guardians of each student who has been identified as an English learner.

Per the requirements in ESEA sections 1112 (e)(3)(A) and (B) each school that uses funds under either [Every Student Succeeds Act Title I](#) or [Title III](#) to supplement its language instruction educational program (LIEP) must provide a parent of an English learner (EL) with notification that outlines their child's identification as an EL and placement in the language instruction educational program. The ESEA requires that this notification be provided no later than 30 calendar days after their enrollment or within the first two weeks of placement in an LIEP for a student who enrolls after the start of the school year.



To support providing meaningful communications to parents and families, templates for the notification letter of EL identification are provided in multiple languages. For languages not represented, please see the [additional](#) guidance and resources that are provided for translation of the parent notification letter to other languages.

English Learner Services

After a student has been identified as an EL, the teachers collaborate and determine the most appropriate level of service which promotes English language proficiency while supporting social, emotional and cultural diversity. The student is supported through supplemental instruction which may consist of an EL teacher pushing into the classroom or an EL teacher pulling small groups of students to work on focused goals.

Exiting the Program

The Ohio English Language Proficiency Assessment (OELPA) is the state's annual summative assessment of English language proficiency. It provides documentation of English learners' progress toward English proficiency. A student's OELPA results determine whether the student is eligible to continue as an English learner or is proficient and ready to exit the language instructional education program. This [ODE Guidance Document](#) explains the standardized criteria needed to exit English learner status.

Monitoring

Although ELs are exited from the EL program by scoring as proficient on OELPA, they may still be learning English and need support. Students who exit the EL program, known as Former English Learners (FELs), are monitored for two years to ensure they are able to access the curriculum without supplementary linguistic supports. When applicable, the EL teacher assigned to monitor a FEL's progress must collaborate with the appropriate staff to determine possible interventions or supports and develop an action plan.

Re-enrollment into the EL Program

State and district assessments/benchmarks are utilized to identify students needing further EL support. During the monitoring period, should a former EL not be making expected progress, EL staff and teachers will meet as a team to discuss the appropriate supports needed for the EL student.



Section III - Assessment

The Ohio State Tests in Reading and Math are given every year in grades 3 - 8. Grades 5 and 8 also have an Ohio State Test in Science. The secondary grade levels have several other state tests required for graduation credit. The results of these tests provide the district with much needed data about how ELs are performing in these areas. Regardless of when ELs have arrived to US schools, all EL's will be required to take the Ohio state tests.

OELPA

The Ohio English Language Proficiency Assessment (OELPA) is the state summative test used to determine an English learner's progress to English proficiency and readiness to exit from the English language development program. The OELPA is aligned to Ohio's K-12 [English Language Proficiency Standards](#) and meets the federal requirement of an annual assessment of English proficiency measuring listening, speaking, reading and writing.

Beginning with the 2022-2023 school year, Ohio schools may administer the Alternate Ohio English Language Proficiency Assessment (Alt-OELPA) to eligible English learners with the most significant cognitive disabilities. The Alt-OELPA is aligned to [Ohio's Learning Standards-Extended for English Language Proficiency](#). Please visit the [Alt-OELPA webpage](#) for more information about Ohio's alternate assessment of English language proficiency, including student eligibility guidelines.

All English learners in grades K-12 must be included in Ohio's English language proficiency assessment program annually by taking either the general OELPA or the Alt-OELPA.

Districts may administer the OELPA any time during the test administration window and its four domain tests in any order.

The OELPA is an online test. Districts will schedule time and provide appropriate equipment to administer the OELPA.

English Language Proficiency Levels

Students' English Language Proficient (ELP) levels are determined by their results on the OELPA and OELPS. Students receive a score of one through



five in each language domain (listening, reading, writing, and speaking). The scores represent the following proficiency levels are used to determine [exit status](#):

The scores in each of the four domains are used to determine the overall performance level. The performance levels are defined as:

- **Emerging** is defined as scoring any combination of ones and twos across all four domains.
- **Progressing** is defined as scoring any combination across the four domains that does not fall into “Proficient” or “Emerging.”
- **Proficient** is defined as scoring any combination of fours and fives across all four domains.

Parents will be notified in the Fall of the following school year of any change of EL status and provided a Family Report of OELPA results.

Accommodations

EL students may be eligible to receive accommodations as noted in section 2.6.4 (pg. 29) of the [Ohio Accessibility Manual](#). Most of these accommodations are not allowed on the English Language Arts test, but may be allowed on other state tests.

EL’s with Disabilities

EL students who have been identified with a disability receive services through the intervention specialist, EL teacher, and the general education teachers who support student learning by incorporating the most appropriate interventions.

As described by the Individuals with Disabilities Act, parents and guardians of EL students have the right to receive all communications regarding special education referral and assessment in a language that is understandable when appropriate. Interpretation and translation services will be utilized upon request.



Section V -Family Resources

This section is designed as a reference for parents, guardians, and families. There are a variety of resources both within the district and the community, available to help you meet the needs of your students. ***Interpretation and Translation Services may be available upon request.***

- [Family Toolkit \(Translation Option Included\)](#)
- [Parent and Legal Guardian Rights](#)
- [The Rights of Immigrant Students and English Learners in Ohio Public Schools](#)
- [English Language Proficiency Standards](#)

Appendices

[Language Usage Survey](#)

[EL Initial Identification Template](#)

[Parent Notification Procedures](#)

[Continuing EL Services Notification Template](#)

[Notification to Decline EL Program Template](#)

[EL Program Exit Notification Template](#)

[Family Report for OELPA Results Template](#)

[Example of Communication with Parents in an Understandable Form for different types of Activities](#)

