



ENGLISH LEARNER/EL Procedures Handbook



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Introduction

The terms English Learners (EL) refer to those students whose native or home language is other than English, and whose current limitations in the ability to understand, speak, read or write in English inhibit their effective participation in a school's educational program. Over the past 30 years, the number of EL students in public schools has risen dramatically.

EL Students in Ohio

According to the Ohio Department of Education, there were more EL students enrolled in our public schools, than the prior year. Ohio's EL students represent over 110 different native or home languages. The top 10 language groups include Spanish, Somali, Arabic, Pennsylvania Dutch, Chinese, Japanese, Vietnamese, French, Russian, and Twi (a language spoken in West Africa). Other groups of Ohio's Limited English Proficiency (LEP) students are from families that have been in the United States for many years but speak languages other than English at home. For example, Ohio's schools enroll students of Puerto Rican, Mexican-American and other Latino backgrounds for whom Spanish is the home language.

Many of Ohio's EL students are children of families who have recently immigrated to the United States from other countries. Most of these families live in urban areas in the state.

With Ohio's EL students representing a wide range of language backgrounds and educational experiences, school districts have the challenge of designing and implementing a wide range of instructional strategies to meet the students' diverse needs. Ohio's LEP students include those who have had the benefit of prior education, including literacy development in their native languages. Other LEP students, especially those from refugee families, have had little or no prior formal educational experiences.

Ohio's goal for all LEP students is to attain English proficiency so that they can achieve the State's academic standards and fully participate in U.S. society. However, the length of time required to attain English proficiency will vary according to a number of factors, including age, grade level, extent of prior formal schooling and current level of English proficiency.

EL Students in the Parma City School District

The Parma City School District's EL program seeks to meet the diversified educational and cultural needs of students who are learning English. The purpose of the EL program is to provide instruction to support English language acquisition for EL students. Students enrolled in the EL Program come from a variety of cultural, linguistic, socio-economic and academic backgrounds. EL teachers work with students in small-group settings as well as in the classroom, depending on students' needs. Additionally, EL teachers collaborate with regular classroom teachers and other staff members regarding the educational needs of students.

Students enrolled in the Parma City School District's EL program come from countries all over the world. The students representing Europe, Asia and the Middle East speak different languages.

¹*Federal Guidelines use LEP rather than EL (English Learner). The terms ELL, LEP and ESL are used interchangeably in this document. Please see Appendix A for a complete list of EL Acronyms and Definitions*

Philosophy

LEP students have the same rights, privileges and responsibilities as other students in the Parma City School District. The purpose of English Learners' (EL) services is to help EL students overcome their linguistic, cultural and academic difficulties and assure that they receive an equal educational opportunity. This will be achieved through active and regular collaboration between the mainstream classroom and the EL teachers.

EL Services, by nature, are essentially transitional. EL Services have three major goals for students:

- 1) To attain English language proficiency;
- 2) To use English in their academic achievement in all content areas;
- 3) To use English to fully participate effectively in U.S. society.

The overarching goal for EL Services is for students to qualify for exiting the EL program.

Educational Theory

English learners are the fastest-growing student population. By 2025, one in four K-12 students will be an English learner. As the number of English learners increases in schools across the United States, educators are seeking effective ways to help them succeed in K-12 ESL, content area, and bilingual classrooms. Research shows that when teachers fully implement the SIOP Model, English learners' academic performance improves.

In Grades 8-12, the Sheltered Instruction Observation Protocol (SIOP) Model is utilized, it is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.

The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

Using instructional strategies connected to each of these components, teachers can design and deliver lessons that address the academic and linguistic needs of English learners.

EL students are placed in regular classrooms in the Parma City School District. The EL teachers also provide small-group teaching and individual instruction per student need and a newcomer classes are available at the high school level. The combination of immersion in the regular classroom and EL support allows students the opportunity to learn English language quickly as well as providing instruction in key core content.

DEFINITION

Immersion can best be defined as a well-researched and documented approach to teaching the English language where learners receive all or most of their instruction in English.

CHARACTERISTICS

Immersion language teaching:

- Utilizes the target language for most instruction and teaching
- Features specialized groupings of new learners away from native speakers
- Maximizes the amount of understandable instruction in the new language
- Seeks to accelerate language learning by increasing time on task
- Gears instruction to the students' developing language level

GOAL

The goal is to equip students with a foundation of English skills which will enable them to participate more fully in educational programs that have grade-level content delivered in English as their focus. After exiting the EL program, students should be able to successfully participate in classrooms where English is the language of instruction for grade appropriate subject matter.

EFFECTIVENESS

In an effective EL program, the specialist collaborates with the general education/content teacher:

- maintains a focus on teaching English language skills of listening comprehension, speaking, reading, and writing
- stresses the learning of curriculum content, vocabulary, and grammar simultaneously
- continually monitors student progress to ensure that students use prior knowledge to master the curriculum
- designs instruction that is hands-on and rich in real objects and illustrations
- modifies students' assignments
- modifies evaluation procedures

**CONCLUDING
COMMENTS**

The two most important aspects of effective instruction for EL students are:

- integration of instruction with English language development in subject areas, and
- promotion of active English use

These practices are well within the grasp of committed teachers who are provided with relevant knowledge, support and high quality professional development.

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Legal Background and State Requirements

There exists a substantial body of federal law and Supreme Court rulings that establish the rights of English language learners and which define the legal responsibilities of school districts serving these students.

Title VI of the Civil Rights Act of 1964

This prohibits discrimination on the basis of race, color, or national origin in programs receiving federal financial assistance. This law has been interpreted in the public school context as requiring appropriate steps to ensure that equal educational opportunities are afforded to students who are limited in their English language proficiency.

Lau v. Nichols (1974)

Over the years, federal court decisions have recognized that school districts have a responsibility to take the steps necessary to provide equal education opportunities to English language learner students. In *Lau v. Nichols*, the U.S. Supreme Court ruled that a school district's failure to provide English language instruction to English language learners denied them the meaningful opportunity to participate in the district's educational program in violation of Title VI of the Civil Rights Act of 1964. The Court further noted that equality of opportunity is not simply providing English Language Learners (ELL) the same facilities, textbooks, teachers and curriculum which non-ELL students receive. If English is the language of instruction, then measures must be taken to ensure that English is taught to students who do not speak English or who are limited English proficient in order to provide equal access to educational opportunities.

Equal Educational Opportunities Act of 1974

This act mandates that no state shall deny equal education opportunity to any individual, "by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program." This requires educational service providers to take appropriate action to help these students overcome language barriers.

Castaneda v Pickard (1981)

The Supreme Court delineated a three-pronged standard for determining whether or not ESL students have equal and meaningful access to a school district's program. A program for ELL students is acceptable if:

- the district is pursuing a program informed by an educational theory recognized as sound by some experts in the field, or at least is deemed to be a legitimate experimental strategy;
- the programs and practices used by the district are reasonably calculated to implement such theories effectively; and
- the district will take action if the program, after a legitimate trial, fails to produce results that indicate the language barriers confronting students are being overcome.

Plyler v. Doe (1982)

The Supreme Court stipulated that undocumented children have the same right to a free public education as U.S. citizens and permanent residents.

- School officials may not require students to prove they are in the United States legally,
- Schools should avoid attempts to document students' status.
- The following school practices are prohibited:
 - Barring access to a student on the basis of undocumented status
 - Treating students disparately for residency determination purposes on the basis of their undocumented status
 - Making inquiries to a student or his/her parent which may reveal their status
 - Federal education programs may ask for information from parents and students to determine if students are eligible for various programs. In such cases, schools should ask for voluntary information from parents.

Executive Order 13166 (2000)

This presidential order required all federal agencies to "ensure that the programs and activities they normally provide in English are accessible to ELL persons and thus do not discriminate on the basis of national origin in violation of Title VI of the Civil Rights Act of 1964."

Every Student Succeeds Act (2015)

Equity: ESSA maintains Title III as a separate title with a separate funding stream dedicated to the education of English learners.

Fair accountability: ESSA gives states two options for delaying English learners' inclusion in accountability systems while they are learning English:

- **States can exclude students who have been enrolled in U.S. schools for less than one year from state reading or English language arts tests;** or
- **States can exclude the assessment results of students who have been enrolled in U.S. schools for less than one year from accountability system data.** However, states that choose this option must include in their accountability systems a student growth measure for these students in subsequent years.

Additionally, English learners who have successfully left the English learner subgroup by attaining English proficiency can be included in that subgroup for accountability purposes for four years.

Greater integration into the law's core: For the first time, English language proficiency for English learners is integrated into the system by which all schools and districts are held accountable. Furthermore, the academic achievement of English learners is more fully integrated into that accountability system.

Moving these two items out of the separate Title III system (while maintaining Title III as a dedicated funding stream) will help ensure that English learners' academic and language needs are fully considered by education systems.

Supports for English learners: ESSA provides resources to states and school districts to establish, implement and sustain high-quality language instruction programs designed to ensure that English learners, including immigrant children and youth, develop both English language proficiency and content proficiency in math and English, as measured against challenging academic standards. ESSA requires states to measure school districts' progress in these areas and to provide assistance and support to those school districts with ineffective language instruction programs.

Statewide entrance and exit procedures for English learners: ESSA requires the establishment of statewide entrance and exit procedures for English learners to ensure that English learners get the resources they need while learning English. This also provides stability for English learners who move between schools or districts.

Reporting requirements: ESSA requires reporting on English learners with disabilities, as well as reporting on the percentage of students who are long-term English learners, as measured by students who have maintained the classification for five or more years.

In the Parma City School District, these guidelines are followed for determining eligibility for ELL services.

Summary of Title III Requirements

Parental Notification Requirements	
IDENTIFICATION AND ENROLLMENT	<p>To inform parent or parents that their child has been identified as limited-English proficient and is/will be participating in a language instruction educational program.</p> <p>A child shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.</p> <p><i>Note:</i> Parents must be notified before the child is included into the LEP program.</p> <p>The practice of placing a student in the LEP program based on a surname is against the law. Neither should a student be excluded from programs based solely on his or her surname.</p>
WHEN	Not later than 30 days after the beginning of the school year
SPECIAL RULE	For a child not identified as in need of program prior to the beginning of the school year, parental notification shall be made within 2 weeks of the child being placed in a program
WHAT – in general, notification to include:	<p>The reason for identification of the child as an EL;</p> <ul style="list-style-type: none"> • The child’s level of English language proficiency, how the level was assessed, and the status of the child’s academic achievement; • Methods of instruction used in the program in which the child is, or will be, participating, and the methods of instruction used in other available programs, including how the programs differ; • How the program will meet the educational strengths and needs of the child and help the child achieve English language proficiency, and meet academic standards; • Exit requirements for the program, expected rate of transition to a classroom not tailored for EL students, and expected rate of high school graduation; • In the case of a child with a disability, how the program meets the annual goals in the child’s individualized education program (IEP); and • Information regarding parents’ right to withdraw the child from a program upon their request, and to decline enrollment or choose another program or method of instruction, if available. <p><i>Note:</i> Title III can only be used as a supplement, not as the main budget to fund a program. It should not be used to hire FTEs or run programs that have no other funding source.</p>
RIGHT TO DECLINE OR END SERVICES	<ul style="list-style-type: none"> • Rights to have child immediately removed from program upon their request • Options to decline to enroll child in program or to choose another program or method of instruction if available

<p>Annual Assessment Requirements</p>	<ul style="list-style-type: none"> • The ESEA requires that the LEA still must assess all ELs using the annual English language proficiency assessment, including those students whose parents have declined to enroll them in, or had them removed from, LIEPs. All ELs enrolled in schools served by the State must be assessed annually using the State’s English language proficiency assessment. State or district assessment policies, if they include a right to opt a child out of assessments, do not override or diminish the LEA’s obligation to assess 100 percent of ELs using the annual English language proficiency assessment.
<p>FAILURE OF PROGRAM TO MEET AMAO</p>	<ul style="list-style-type: none"> • Required annually when the language instruction educational program has failed to make progress on the annual measurable achievement objectives (AMAO) • Not later than 30 days after such failure occurs <p><i>Notes:</i> Districts must demonstrate that LEP students are showing language growth each year, that an increasing percentage of the LEP population in the district are becoming fluent in English each year, and that a sufficient number are making adequate yearly progress annually.</p> <p>If a school district fails to meet AYP for two consecutive years, it must develop an improvement plan to show how they will overcome said failure.</p>
<p>FOR ALL NOTICES</p>	<p>Information to be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.</p> <p><i>Note:</i> School districts must do their best to provide parent notices in languages understandable to parents. Districts need to be able to provide translations in their most frequently occurring languages.</p>

<p>PARENTAL & COMMUNITY ENGAGEMENT</p>	<p>First, Title I now requires that each LEA that receives a Title I subgrant implement an effective means of outreach to parents of ELs. The outreach must include holding, and sending notice of opportunities for, regular meetings in order to gather and respond to recommendations from parents.</p> <p>Second, an LEA receiving a Title III formula subgrant must conduct parent, family, and community engagement, in addition to the required uses of funds for supplementing LIEPs for ELs and providing professional development to teachers and school leaders.</p> <p>Third, the ESSA expanded allowable uses of Title III State-level activity funds to include providing technical assistance to LEAs to strengthen and increase not only parent and community engagement in programs that serve ELs, but also <i>family</i> engagement in such programs.</p> <p>Fourth, a State must ensure that its Title III State plan, or a consolidated State plan that includes Title III funds, has been developed in consultation with parents of ELs, in addition to LEAs, teachers, administrators of Title III programs and other relevant stakeholders.</p> <p>It is important to note that all LEAs have language assistance obligations to LEP parents under Title VI and the EEOA. LEAs must ensure meaningful communication with LEP parents in a language they can understand and adequately notify LEP parents of information about any program, service, or activity of an LEA or State that is called to the attention of non-LEP parents. As part of this obligation, an LEA must provide language assistance to LEP parents effectively with appropriate, competent staff or appropriate and competent outside resources. In addition, each LEA must develop and implement a process for determining whether parents are LEP and what their language needs are. An LEA may not use Title III funds to meet its obligations under Title VI and the EEOA. Title III funds may be used to supplement an LEA's activities if the LEA is already meeting its obligation to ensure meaningful communication with LEP parents in a language they can understand.</p>
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State Requirements in Ohio

Most state requirements are based on Federal Law. In Ohio, guidelines have been established for the identification and assessment of Limited English Proficient Students/English Learners. These guidelines may be found on the *Ohio Department of Education* website using the search term "Limited English Proficient."

The test that is used to assess English language proficiency is the **OELPA** (Ohio English Language Proficiency Assessment). Please see the section on Statewide Assessments for more detailed information.

Annual Measurable Objectives (AMOs) measure the academic performance of specific groups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals for that subgroup to determine if gaps exist. As written in Ohio's ESSA plan, there are different AMO's set for ELA, math, and graduation rate for each student group. ELA and Math AMOs are measured through a Performance Index (PI) score calculation that differentiates tests by proficiency level (see separate documentation on this calculation). They include grades 3-8 state tests as well as first-time EOC tests. Graduation rate AMOs are set based on each subgroup's Four-Year-Adjusted-Cohort graduation rate. The fourth domain—English Language Proficiency—is measured through the percent of English Learners making adequate progress towards English Language Proficiency, defined as either a 1- or 2-point annual increase in the number of points earned on the OELPA (For more information, see separate technical documentation on ELP Improvement). Please see the section on AMO's in the handbook.

EL Program Flow Chart Parma City School District

Enrollment in School

Student Services administers Home Language Usage Survey and notifies EL Staff
 EL Staff reviews Home Language Usage Survey/confirms and completes Appendix B -Side 2
 Scan to Student Services for upload into Eschool. EL staff place in student file (in main office.)



Assessment Determines Eligibility for EL Services

Screening done at the home school
 OELPS Screener



Parent Notification Regarding EL Qualification



Student Identified as Limited English Proficient

Student is not Identified as Limited English Proficient



Parent/Guardian Accepts Services

Parent/Guardian Declines

Student is assigned

Provision of Appropriate EL Services based on student needs

**Student is identified as EL and participates in annual OELPA assessment
 Student is assigned**

Yearly Assessment to Determine English Language Proficiency

All EL students
Student continues to be eligible

High School EL Students (Not Attending VFHS)
Monitorina

Student Meets Exit Criteria

Student continues services and participates in yearly OELPA assessment

**Reclassified:
 No longer EL**

Identification

The **Home Language Survey**, which is required by the Ohio Department of Education is to be completed at the time of registration for all students. If a student is identified as speaking a primary or home language other than English on the Home Language Survey, and therefore potentially eligible for EL services, the office of Student Services then routes the pertinent enrollment information, as well as a copy of the survey, to the EL Department Head. The information is then forwarded to the EL teacher in the building of placement. The EL teacher will utilize the Home Language Survey Confirmation Form (Appendix B), which is then forward to Student Services for uploading into registration documents on Eschool. If applicable, the EL Teacher will arrange to assess the student so that parental notification of eligibility may be completed within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school).

Students who were previously identified as EL in the previous academic year will continue EL services unless they were eligible to exit EL status. Parents/guardians of students who were previously receiving services will be notified of the continued eligibility within 30 days from the beginning of the academic year.

For students who are new to the district and their information has been routed to the EL teacher, the assessment process begins. The EL teacher will assess each student whose primary home language is not English using the LAS LINKS until *October 2018*(Language Assessment Scales-CTB/McGraw Hill) for K-12 students or the Pre-LAS (preschool to 6 years of age). After October 2018, the Ohio Department of Education’s screener (OELPS) will be utilized.

Identification Procedures

Procedure	Person Responsible	Documentation	Timeline
Enrollment/Registration	Enrollment and Registration	Documents as required by district policy and ODE	At registration
Identified as potential EL	Enrollment and Registration	Home Language Survey	Upon registration
Notify EL Department Head Director, Office of Exceptional Students	Enrollment and Registration	EMAIL	Upon registration
EL Department Head notifies EL Teacher at building placement.	EL Department Head	EMAIL	Upon receipt
EL Teacher completes Home Language Survey Confirmation Form and returns to Students Services for upload.	EL Teacher	Home Language Survey Confirmation Form	Upon receipt of email from Department Head.

EL from History	EL Teacher School Secretary	Student Records as available, call to previous district	As soon as possible after enrollment
Assessment of potential EL student	EL Teacher	OELPS Screener	In a timely manner so that parental notification may be made within 10 days for initial assessment
Student continues to be eligible for EL services after OELPA	EL Teacher	OELPA results	Parents will be notified within 30 days after the beginning of the school year of eligibility status

Initial Assessment

Within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school), students who are identified as potentially eligible on the Home Language Survey must be assessed to determine if they are identified as limited English proficient (LEP). Once identified, a letter is sent to the student's parent(s)/guardian(s) advising them of the results of the assessment and their child's eligibility for EL services (*see Appendix I*).

Instruments

Grade/Age Levels	Test Type
Preschool – (age 6)	preLAS 2000
K-12	OELPS Screener

Students who do not score in the proficient range according to the assessment scoring guide (*see below*) will be identified as EL.

Ohio English Language Proficiency Screener (OELPS)

The Ohio Department of Education has named the statewide screener, OELPS. It is called the ELPA21 Screener in the AIR System. This is to be utilized to determine English Learner eligibility for all students entering K-12 in the PCSD. *Level Descriptors based on the new assessment will be available on the Ohio Department of Education's website.*

Placement and Exit Criteria

Following initial assessment and parental consent, the student will begin to receive services from an EL teacher per the following guidelines:

- Students should be placed in classroom settings that provide the best possible opportunities for them to continue to learn content material while they are learning English. EL students will have access to District programs and services in a nondiscriminatory manner.
- At the Elementary/Middle School level EL students should be placed in age-appropriate classrooms. Even if students have not attended school before, the social nature of schooling cannot be ignored. It is important to place students with their peers and allow them to interact naturally.
- At the High School level, students are placed at grade levels based on many factors: educational history, student's age, siblings, assessment data, notarized translated transcripts, and any other information so as to insure student success.
- Students should be placed in classrooms that utilize the most interactive methods of teaching. EL students need to listen, speak, read and write in meaningful contexts to acquire English.
- EL teachers work directly with the classroom teacher and intervention specialists, if the EL student has an Individualized Education Plan (IEP).
- Previous schooling will be considered. Students' backgrounds will vary greatly. Some students may have studied calculus while others may never have attended school. Initial placement decisions for middle and high school students should take into account native language literacy skills, previous schooling, interests and goals, and opportunities within classes for hands-on interactive learning.
- All students will need time to learn how to interact in an American school setting. EL teachers may explicitly teach about the culture and language of schools.
- **Consideration will be given to alternative means of assessment for EL students.** Classroom teachers and EL teachers will recognize that every test is a language test; students may understand content but be unable to decipher a multiple choice test. As appropriate, the EL teacher will assist teachers in developing ways of allowing students to show or demonstrate policies for EL students; therefore, it is left to the district to establish specific guidelines.
- Consideration will be given to the scheduling of EL services so that it is least disruptive to the student's academic classes. Every effort will be made to coordinate classroom and EL instruction, as well as, other appropriate assistance, such as Title I, speech, gifted or special education services.
- EL students are to be encouraged to become involved in extracurricular activities at all grade levels. Students learn English and feel connected to school when they participate in sports, act in a school play, prepare

something for a bake sale, or sing in the choir. Students need to participate in extracurricular activities that are of interest to them.

PLACEMENT PROCEDURES

Procedure	Person Responsible	Documentation	Standards/Criteria	Timeline
All students identified as EL are scheduled to be serviced, dependent on grade level in either small groups or in-class support (with the exception of those whose parents decline services).	EL staff, Guidance Counselor	Parent Notification Forms	Initial Assessment Results	Within ten days of enrollment
The EL teacher will design a schedule of service time based on the needs of the students and their schedule.	EL staff, Guidance Counselor, classroom teacher	EL schedule	Assessment results	On-going, per student needs
The progress of all students in EL services will be monitored.	EL teacher, classroom teacher, Preschool staff, Guidance Counselor	Progress Reports, Grade report District Assessments	On-going	On-going

Notes:

Foreign Exchange Students

Foreign-exchange students may be screened for English language proficiency to determine whether the students qualify for the district’s English language program ***especially if the students are struggling in their classes due to limited English proficiency.*** If the results of the initial English language assessment indicate that students do in fact have limited English proficiency to the extent in which they are not able to participate effectively in the mainstream classes, then the district identifies the students as English learners and provides appropriate English language support. Only as identified English learners do the foreign-exchange students have access to English learner appropriate accommodations on Ohio’s State Tests. The decision to assess and identify foreign-exchange students as English learners should be made for the best interest of the students, and not based merely on accountability consequences. Foreign-exchange students identified as English learners are required to take the OELPA.

Grade Placement

The Parma City Schools District's Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

At the Elementary/Middle School level EL students should be placed in age-appropriate classrooms. Even if students have not attended school before, the social nature of schooling cannot be ignored. It is important to place students with their peers and allow them to interact naturally.

At the High School level, students are placed at grade levels based on many factors: educational history, student's age, siblings, assessment data, notarized translated transcripts, and any other information so as to insure student success.

EXIT CRITERIA

Ohio uses the OELPA scores to determine the English language proficiency levels of students who have been identified as English learners. The score results are used as the state's progress indicator and exit indicator for students to be reclassified from the status of English learner.

A student is reclassified (no longer *English learner*) when the student has attained a performance level of Proficient on the OELPA. The Proficient performance level is defined as domain/test level scores of 4s and 5s in any combination across all four domains (listening, reading, writing and speaking). Students in grades K - 12 are eligible for reclassification if the student receives a performance level of Proficient.

In OELPA, there are three overall performance levels: **Proficient, Emerging and Progressing**. The performance levels are determined as follows:

- "Proficient" students are those scoring any combination of 4's and 5's across all four domains;
- "Emerging" students are those scoring any combination of 1's and 2's across all four domains;
- "Progressing" students are those scoring any combination across the four domains that does not fall into Proficient or Emerging.

The performance level definitions above do not match the definitions as currently defined in OAC 3301-13-11. Districts must follow these new exit criteria and performance level definitions beginning with their spring 2016 OELPA data. The ODE will be working over the next several months to propose changes to OAC 3301-13-11, in the effort to align them with the new exit criteria. The new exit criteria correspond to the overall proficiency levels of the OELPA.

Service Goals

Ohio's English Language Proficiency (ELP) Standards provide a summary description of the English language competencies that EL students must acquire. These standards have been integrated into our language acquisition goals to ensure articulation between district goals and state academic content standards.

The Ohio English Language Proficiency (ELP) Standards are a resource for teachers and other school staff who work with English learner students in kindergarten through grade 12. The standards define progressive levels of competence in the acquisition of English and help teachers move EL students toward proficiency both in the English language and in Ohio's academic content standards.

The 10 standards highlight a set of language functions and forms that are needed by English language learners as they develop competence in English language arts and literacy, mathematics, science, and other academic content areas. Along with the Ohio English Language Proficiency Assessment (ELPA), the standards should guide the instruction and assessment of English Learners (ELs) in Ohio schools. Divided into grades K, 1, 2-3, 4-5, 6-8, and 9-12, the standards directly link to the Ohio Learning Standards. They highlight and amplify the critical language, knowledge about language and skills using language that are needed to be successful in school. *(see ODE website; Ohio English Language Proficiency Standards)*

SOCIAL SETTINGS

In order to communicate effectively in a new language, students need to understand the social and cultural context in which the language is used. Therefore, teachers who work with EL students have a role in helping the students gain the social and cultural competencies required for effective communication in English.

PARENT COMMUNICATION

It is the goal of the Parma City School District to engage in meaningful parental participation in the ELL program. ELL teachers serve as the first-line of communication for many ELL families.

SERVICE GOALS SUMMARY

Goal	Person Responsible	Documentation	Standards/ Criteria	Timeline
Student will use English to communicate in social and academic settings.	EL staff, classroom teachers, preschool staff, guidance counselors, school support staff, peer tutors	Teacher observation, Inclusion of EL students in the regular curriculum, attendance	OELPA test scores, report cards	On-going
Student will use English to achieve proficiency in listening, speaking, reading and writing.	EL staff, classroom teachers, preschool staff, Curriculum Dept.	Assessment data, graduation rates, classroom achievement data, grades and progress reports	Proficient level on the OELPA, multi-criteria used to determine overall progress	On-going, with review of yearly OELPA scores
The EL program will communicate and engage parents of EL students.	District staff and EL staff	Records of parent meetings; parent input; parent participation rates	Up to 80% participation in meetings and/or events	On-going

Services

FACILITIES

The Parma City School District will assign EL students to facilities and locations that are comparable to those provided to regular education students.

The district will make every effort to conduct EL services in locations and/or facilities that are free of excessive visual and auditory distractions.

SERVICES

Since services in the Parma City School District are based on individual student need, the service times and settings will vary. Accordingly, students who have scored level 0, 1, 2, 3 proficiency on the OELPA will receive more service time because their needs are considered greater. To the same end, students who have scored 4-5 on the OELPA will require less time.

Pull-out services in small group settings shall be offered per individual student need. Additionally, the EL teachers will also work with classroom teachers in classrooms per student need. In essence, an immersion program is utilized as the model for EL services in the Parma City School District. The EL teachers work to provide both small-group instruction as well as classroom support per individual student need.

Services for pre-Kindergarten language learners may include the following:

- Professional development to pre-K staff on research-based strategies for interacting with and teaching EL students.
- Access to intervention services for additional support.

SERVICE PROCEDURES

Procedure	Person Responsible	Documentation	Standards/Criteria	Timeline
Assuring appropriate facilities	EL staff, Building Principal, Business Services Department	Appropriate Facilities	Meet standards set by the Office of Civil Rights	Annually
Scheduling	Building Administration, EL Department Head, EL teachers, Classroom teachers, Preschool staff, Guidance Counselors	Daily schedule, caseloads	Per proficiency level; caseload numbers per EL teacher, Director of Federal Programs, and/or district designee.	Beginning of the school year and as needed, depending on enrollment trends
Maximizing the use of support staff, EL Mentors and translators	EL staff, Title I	Teacher observation, Title III funds, assessment records, attendance rates	Communication of EL program to staff	Ongoing

ONGOING ASSESSMENT AT ALL LEVELS OF SERVICE

After students qualify for EL services, their progress will be monitored on an ongoing basis. Information relating to EL students' language and academic progress benefits the students themselves, their parents, their teachers, and other school staff.

Among the measures that could be used to assess EL students' progress on an ongoing basis are the following:

- EL progress reports
- OELPA
- Statewide assessments
- Formative assessments
- Summative assessments
- Grades
- Teacher observations

OELPA21 Achievement Level Descriptors (ALDs)

ODE has developed Achievement Level Descriptors for each grade band. To view each grade's ALDs please go to the following website:

<http://oh.portal.airast.org/users/elpa-user.stml>

State Assessments and Accommodations for EL

TEST ADMINISTRATOR AND ACCOMMODATIONS

If the person providing the accommodation is also the test administrator for the statewide test, then that person must be a licensed/certificated employee of the district. The license or certificate must be issued by the Ohio Department of Education. If someone other than the test administrator is providing the accommodation, then that person must be under the supervision of the test administrator who meets the licensing/certification criteria. Any person providing an accommodation must be an adult non-relative of the student. Students may not serve as scribes/translators for other students, even if they are older students.

ACCOMMODATIONS for EL STUDENTS

ODE believes that the instructional staff who work with the EL students are in the best position to make judgments about which accommodations are appropriate for these students. ODE has developed a flow chart that provides a systematic framework for helping schools determine which accommodations to utilize.

ALL EL students may be given the following accommodations on all state assessments required by ODE:

- the use of a dictionary and
- extended time to complete the tests

Only students who have been identified as EL using a formal assessment (not the OELPA) may be allowed accommodations on the statewide assessments. The Parma City School District uses the pre-LAS/OELPS for initial identification. Assessments that may be used to identify a student as EL are listed at education.ohio.gov, keyword search: *limited English proficient*. There is no enrollment time limit for the EL students for the use of the dictionary and the extended time accommodations.

ADDITIONAL ACCOMMODATIONS FOR ELIGIBLE ELL/LEP STUDENTS

The Ohio Department of Education (ODE) has developed special test formats to meet the accommodation requirement for eligible EL students.

GENERAL NOTES ON ACCOMMODATIONS:

Dictionary:

- the intent is word for word, no definitions
- paper copy or hand-held electronic
- no computer dictionary is allowed

Extended Time:

- time is to be completed within one school day

Oral Translators:

- must be an adult
- may not be a relative of the student who is testing

Spanish text to speech:

- Determination made jointly with EL teacher, teacher, parent and building administrator

ELP Indicator on District/School Report Card

The Every Student Succeeds Act (ESSA) requires Ohio to set standards for the development of English language proficiency skills for children learning English. Each year, Ohio uses the Ohio English Language Proficiency Assessment (OELPA) to measure English proficiency in the skills of reading, writing, speaking, listening and comprehension.

The Progress in Achieving English Language Proficiency Indicator (referred to as ELP Improvement) will be reported and measured independently on Ohio's report card; it then contributes to the state Gap Closing component rating. The ELP indicator (ELP Improvement measure) will take into account English learners who have attained proficiency on the Ohio English Language Proficiency Assessment (OELPA), as well as English learners who are increasing their attainment of the English language based on improvement on the OELPA but who have not yet met proficiency. Points will be awarded based on English learners' performances and will contribute to the letter grade assigned to the Gap Closing component on the report card. The ELP indicator (ELP improvement measure) will be awarded points between zero and 100 within the Gap Closing component to schools and districts whose students have met or exceeded the long-term state goal target percentage. (e.g., Anytown School has 100 English learners in 2016-2017 and 60 percent made the expected improvement in learning English which exceeds the state goal for 2016-2017). Schools and districts also will earn partial points in cases where their percent of students making progress did not meet the state target but improved from the prior year.

N-Size for subgroups, which include EL students will be 20 in 2018-2019, with the final step to 15 for the 2029-2020 school year.

Staffing

Many individuals play an essential role in the instruction of EL students. They provide instruction and support that enables the EL student to acquire English language skills needed to succeed in the regular classroom. They also ensure that student academic performance is maintained at an appropriate level.

EL teachers:

- assist in the development, implementation, and revision of the EL program;
- provide content instruction and language development as needed;
- meet with the regular classroom teacher to determine the needs of EL students in the classroom;
- teach basic skills to the most limited English proficient students;
- assist general education staff about culture and language of the EL students and their families;
- provide mainstream teachers with cultural and linguistic background of the language minority students in their classes;
- identify, assess, enroll, place, schedule, and teach each ELL student with regard to the school setting;
- maintain communication with parents/guardians of EL students;
- prepare for and participate in Parent-Teacher conferences and intervention-assistance team conferences;
- maintain records of each EL student on his/her caseload;
- administer the Ohio English Language Proficiency Assessment.

EL Teacher Qualifications & Staffing

The Parma City School District shall encourage the designation of the Teaching English to Speakers of Other Languages (TESOL) validation/endorsement on a teaching certificate/license for all EL teachers. Presently, the ELL teachers are highly trained certified/licensed staff with specific skills and professional development to meet the needs of EL students. The TESOL endorsement is available through many Ohio universities and colleges.

EL teachers must also demonstrate proficiency in English in that they are fluent in English.

Assignments are based on the number of EL students identified and the level of individual student need. Building assignments may fluctuate annually based on building enrollment and/or need.

Professional Development

In order to update skills, obtain additional training, and share information and materials, it is necessary for the EL staff to:

- meet regularly;
- attend conferences and workshops inside and outside the district.

The Parma City School District recognizes that high quality professional development activities to improve skills and expertise of staff need to be ongoing and research-based in order to be effective. Additionally, general education/content teachers and non-teaching/administrative staff need to be included in professional development activities as appropriate.

EL District-wide Facilitator

- assists in the development, implementation, and revision of the ELL program;
- provides leadership for the ELL program;
- determines program goals, oversees program evaluation, and uses data for future improvements and recommendations;
- assists supervisor with budgets, appropriate reports, and student records;
- maintains communication with all ELL stakeholders (including the Ohio Department of Education, the district coordinator for Federal programs, building principals, staff and parents and federal agencies as appropriate);
- disseminates information about second language education and the ELL program;
- assists in the development and implementation of policy and procedures to assure equal education opportunity for ELL students;
- provides support, information, and guidance to all staff who have contact with ELL students;
- recruits and assists in the selection of ELL staff;
- participates in development of ELL staff meetings;
- organizes and provides staff development and opportunities for professional growth for ELL and mainstream staffs;
- keeps abreast of the latest developments in second language education through readings and by attending professional meetings.

General/Content Teacher

The general education/content teacher is a partner with the EL teachers in educating EL students by:

- demonstrating sensitivity and awareness of cultural and linguistic differences;
- individualizing instruction to meet the needs of each student;
- using visuals/hands-on activities to facilitate learning;
- providing materials for the EL staff that support the regular classroom instruction;
- facilitating socialization of language minority students in the classroom;
- promoting intercultural discussion;
- suggesting the type of help EL students need to be successful in his/her class to the EL teacher.

The general education/content teacher and the ELL staff also collaborate to determine:

- how the regular classroom content could be supported by the EL staff
- how the lessons could be modified
- how to modify assessment
- how to assess achievement

- acknowledges characteristics of second language learners

Resources

One important goal of the EL program is to support classroom instruction. As such, the EL teachers will use many of the same materials that regular classroom teachers use with all students. Additionally, The Parma City School District and Federal funds (Title III) will provide the resources to support the EL services. Included in the resources will be instructional equipment and materials, specialized books and equipment, and staff development. Each EL teacher has access to necessary materials, computer and computer programs, funds for supplemental sources and access to copy machines.

Criteria for Selection of Instructional Materials

Objectives

- Clearly stated
- Free from all stereotyping
- Congruent with topic
- Congruent with district goals
- Congruent with ESL standards

Scope and Sequence

- Essential skills included and linked to common core standards
- Appropriate for level of intended use

Instructional Application

- Correlation with other subjects
- Student initiated activities
- Enrichment or extension of student competencies
- Meet the interest and ability of students

Content Evaluation

- Appropriate for target group
- Accurate
- Up-to-Date
- Comprehensive
- Suggests continuing learning experience
- Aids conceptual development
- Develops critical thinking
- Well-written
- Free from all stereotyping

Resources Procedures				
Procedure	Person Responsible	Documentation	Standards/Criteria	Timeline
Purchase materials	EL staff	Title III funding, general funds, purchase orders, auditing process	Using funds to purchase up-to-date materials, to support field trips, testing materials, equipment, books, software	On-going

Program Evaluation

The instructional program and individual student progress will be monitored regularly by EL staff and regular education teachers through OELPA scores, statewide assessment scores, grades, observation, standardized tests, projects, in-class work, portfolio assessment and other measures as deemed appropriate.

Initially, the focus on this assessment/evaluation process will be on the child's acquisition of language for the purpose of listening, speaking, reading and writing. Eventually, the focus will be specifically on the child's level or performance within the regular curriculum and the pupil performance objectives at that grade level.

The EL staff realizes that program goals and/or procedures need to be reassessed due to legal mandates. These changes may require periodic modifications in the program plan. Additionally, the EL staff members recognize the importance of the ODE Compliance process which is outlined on the next page.

Evaluation Procedures

Procedure	Person Responsible	Documentation	Standards/Criteria	Timeline
Evaluating student progress	EL staff, General Education/Content teachers, counselors	OELPA scores, Statewide assessments, Grades, progress reports	Proficient on OELPA, Passing percentage on statewide assessments, student achievement as compared to non-EL students	Annually, on-going
Evaluating staff performance	Building principals	District approved evaluation forms	Meets standards	Per teacher evaluation schedule/contract
Evaluating overall EL services	ODE, EL facilitator, Director of Student Services	OELPA AMO's Statewide assessment data, Adequate Yearly Progress, Federal Program Review Criteria	Language Proficiency, progress in meeting AMO objectives, meeting AYP, compliance with Title III review criteria	Annually

Title III Limited English Proficient Review Criteria – COMPLIANCE

The Ohio Department of Education utilizes a compliance tracking system that must be completed on an annual basis. The compliance tracking system is an application that helps districts and community schools monitor how well they are meeting the legal requirements of the Every Student Succeeds Act and other federally funded programs.

The Parma City School District participates in the use of the compliance system either to complete self-surveys, desk surveys, which require document uploads to ODE, or a site visit from an ODE representative. This is a means of evaluation of the EL program among other programs which are directly linked to federal programs. This review is conducted on a three-year cycle. Some districts may only participate in the submission of paperwork while others may be subject to on-site audits.

Summary of Compliance items for review:

- ✓ **Description of language instruction educational program services provided by Title III funds**
- ✓ **# of EL students making progress**
- ✓ **Evidence demonstrating increase in student academic achievement (District report card, OELPA)**
- ✓ **Professional Development Plan, Agendas for EL**
- ✓ **Description of Supplemental programming of Title III parent, family and community engagement**
- ✓ **Evidence of parent, family, and community engagement activities (invitations, agendas, sign-in sheets and evaluations**
- ✓ **Evidence of fiscal records that demonstrate that Title III funds are utilized to supplement district provided core services**
- ✓ **Copies of communication sent to parents in language other than English.**
- ✓ **LEA Parent Involvement plan**
- ✓ **Evidence of Teachers TESOL credentials**
- ✓ **Copy of parent notification letter in English**
- ✓ **DLT and BLT meeting minutes**

Special Issues

Preventing Over-referral of EL students to Special Education

Some EL students may have special education learning needs. Since the Individuals with Disabilities Education Act Amendments (1997) revealed an issue with a disproportionate number of learners from culturally and linguistically diverse backgrounds in special education programs, there has been increased awareness of how EL students are evaluated for special education programs. In the 2008-09 school year in Ohio, approximately 11% of EL students were identified with a disability. Of those children identified as having a disability, 17% were identified with "speech and language impairments."

Research has shown that children with disabilities can learn more than one language and can function bilingually as effectively as their typically developing peers. The Parma City School District makes every effort to distinguish between issues regarding language acquisition and those disorders which are disabilities. When appropriate, the EL teacher will be one of the stakeholders at meetings to discuss whether or not an EL student may have special needs.

These considerations are made when a disability is suspected in an EL student:

- Child's abilities in terms of cognitive, social-emotional, and physical development.
- The child's abilities in his or her first language and the child's capabilities in his or her second language.
- Communication with the family is key to understanding the child within the home.
- The amount of time the child has spent in the classroom environment and in other predominately English-speaking settings.
- Teacher observation and interaction in literacy experiences give a good basis for assessment.
- Interventions such as family-based literacy programs can result in preventing the misdiagnosis of EL children as learning disabled.

Source: Ohio TESOL Conference, 10/30/2009

Additional Resource: Artiles, Alfredo J. & Alba A. Ortiz (2002) English Language Learners with Special Education Needs. Washington, D.C.: Center for Applied Linguistics and McHenry, IL: Delta Systems Co.

Title I

EL students who qualify for Title I services may receive support from both Title I and EL programs. In order to qualify for Title I support, students must meet the eligibility requirements for that program based on the established multi-criteria in the district.

Title I programs and services in the Parma City School District vary per Federal guidelines on an annual basis.

Private School Participation in Title III Programs

Title III funded districts and consortia are required to consult in a timely and meaningful way with private school officials on a number of issues related to the ELL students, including:

- How their students' needs will be identified.
- The services that the district is able to provide to meet those needs.
- The amount of funding available to provide services, and how the services will be assessed.
- The district is responsible for assessing the English language proficiency of private school students.
- Nonpublic schools can use a home language survey to identify potentially ELL students.
- Details on the kind of assessment and how it will be conducted should be discussed during the consultation process.

In the Parma City School District, the Director of Federal Grants facilitates meaningful consultation with the private schools in the district. Funds provided for educational services for private school children and educational personnel must be equal, taking into account the number and education needs of those children, to the funds provided for participating public school children.

Foreign Exchange Students and EL Qualification/Services

Many foreign exchange students have English proficiency although sometimes a student demonstrates the need for assistance. As with all other students, if the student qualifies for EL services, the student is identified as LEP. Decisions regarding foreign exchange students are always made for the best interest of the student.

If a foreign exchange student is identified as LEP, s/he will automatically participate in the OELPA assessment. All foreign exchange students seeking a diploma from an Ohio school must take and must meet the graduation requirements.

APPENDICES

APPENDIX A: ELL ACRONYMS, TERMS & DEFINITIONS

EL ACRONYMS, TERMS & DEFINITIONS

AMO Annual Measurable Objectives

AMOs are targets set by the state that specify the percentage of EL students who are expected to attain English language proficiency and the percentage of EL students who are expected to improve their level of English language proficiency.

BICS Basic Interpersonal Communication Skills

This is part of a theory of language proficiency developed by Jim Cummins (1984), which distinguishes BICS from CALP (Cognitive Academic Language Proficiency). BICS is often referred to as “playground English” or “survival English.” It is the basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context. This language, which is highly contextualized and often accompanied by gestures, is relatively undemanding cognitively and relies on the context to aid understanding. BICS is much more easily and quickly acquired than CALP, but it is not sufficient to meet the cognitive and linguistic demands of an academic classroom. BICS takes approximately one to three years to acquire.

Bilingual Instruction / Bilingual Education

Programs that provide instruction in two languages, generally the students’ native language and English.

CALP Cognitive/Academic Language Proficiency

Developed by Jim Cummins (1984), CALP is the language ability required for academic achievement in a context-reduced environment. Examples of context-reduced environments include classroom lectures and textbook reading assignments. It takes approximately seven to ten years to acquire.

Dual Language/Dual Immersion Program

Instructional programming in which students are taught literacy and content area subjects in two languages. A portion of the students generally enter speaking one language, and a portion enter speaking the other language. Both groups learn in both languages together.

EAL English as an Additional Language

EAP **English for Academic Purposes**

EFL **English as a Foreign Language**

This is used when a non-native English speaker is studying English in a non-English speaking country.

EL/ELL **English Learner, English Language Learners**

These are students whose first language is not English or students who speak a language other than English at home. (same as ESL and LEP)

ESL **English as a Second Language** (same as ELL and LEP)

ESOL **English for Speakers of Other Languages**

(same as ELL, ESL and LEP) This term is more recent and is intended to be a more inclusive term (includes ESL and EFL).

ESP **English for Special Purposes.**

(examples: English for business, English for hospitality and tourism)

ESSA **Every Student Succeeds Act**

Language Immersion Program.

An instructional program in which students are taught only in the new or second language. In the U.S. most language immersion programs are for the purpose of teaching English, but some schools have been developed to teach other languages such as Native American Indian languages.

LAS **Language Assessment Scales**

This is an approved English Language Proficiency Test to be used within two weeks of a student's enrollment.

LEP **Limited English Proficient** (same as ELL and ESL)

Maintenance Bilingual Education (MBE)

A program that uses two languages – both the student's primary/native language and English – as a means of instruction. In this setting the program typically builds on the students' primary language skills while developing and expanding their English language skills. The goal is to achieve proficiency in both languages, while continuing the education in the content areas (math, science, social studies, literature etc.); also referred to as late-exit bilingual education.

OELPA Ohio English Language Proficiency Assessment

This is a state-mandated assessment administered to all EL students to assess English Language proficiency. The OELPA assesses a student in reading, listening, writing and speaking skills.

OELPS Ohio English Language Proficiency Screener

OTESOL Ohio Teachers of English to Speakers of Other Languages

This is the Ohio professional organization for educators working with English language learners.

Self-contained EL class

A class consisting exclusively of English learners.

Sheltered Instruction

An instructional approach in which students learn English through content area subject matter with teacher scaffolding in order to make that content comprehensible.

SIOP Sheltered Instructional Observational Protocol

TEFL Teaching English as a Foreign Language

A TEFL teacher will be one who teaches English to speakers of other languages in non-native-English-speaking countries.

TESL Teaching English as a Second Language

A TESL teacher teaches English to speakers of other languages in an English speaking country.

TESOL Teachers of English to Speakers of Other Languages

This is a professional organization for educators working with English learners.

TOEFL Test of English as a Foreign Language

This is an English exam that may be required for foreign students for college admission.

TOEIC Test of English for International Communication

TOEIC is a test of English proficiency used as a standard for establishing workplace English writing skills and spoken English proficiency.

Transitional Bilingual Education

An instructional theory or model in which children are helped to achieve literacy proficiency in their first language before being taught to read in a second language (English in the U.S.). The belief is that skills mastered in the first language can more easily be transferred to the second language later.

APPENDIX B: HOME LANGUAGE SURVEY

Parma City School District

Home Language Survey

update census - Windows Photo Viewer

File Print E-mail Burn Open

District Defined

Unsaved Changes

Fields

Field Number	Spacing	Preview	Edit	
12	0	Special Ed Y/N* <input type="text"/>		<input type="checkbox"/>
1	0	Child's First Language <input type="text"/>		<input type="checkbox"/>
2	0	Lang Spoken Most by Parent/Gdn <input type="text"/>		<input type="checkbox"/>
3	0	Language Spoken Most by Child <input type="text"/>		<input type="checkbox"/>
14	0	Communication Language(s)? <input type="text"/>		<input type="checkbox"/>
4	0	Anyone in Home Read English? <input type="checkbox"/>		<input type="checkbox"/>
5	0	Previous Address <input type="text"/>		<input type="checkbox"/>
6	0	Previous Address Apt <input type="text"/>		<input type="checkbox"/>
7	0	Previous City, State, Zip <input type="text"/>		<input type="checkbox"/>
8	0	Previous Phone <input type="text"/>		<input type="checkbox"/>
9	0	Former School Name <input type="text"/>		<input type="checkbox"/>
10	0	Former School Address <input type="text"/>		<input type="checkbox"/>
11	0	Former School City State Zip <input type="text"/>		<input type="checkbox"/>
13	0	Opt out KDG STEM <input type="checkbox"/>		<input type="checkbox"/>
15	0	Formal Education Outside US? <input type="checkbox"/>		<input type="checkbox"/>
16	0	If yes, how many years/months? <input type="text"/>		<input type="checkbox"/>
17	0	Attended school in the US? <input type="checkbox"/>		<input type="checkbox"/>
18	0	If yes, first date attended? <input type="text"/>		<input type="checkbox"/>

Mail Calendar People Tasks



EL Home Language Survey Confirmation (ODE APPENDIX A)

1. **Check.** Confirm the following statements related to the administration of Ohio’s language usage survey:

- The district or school presented the language usage survey, to the extent practicable, in a language and form that the parent or guardian understood.
- The district or school informed the parent(s) or guardian(s) of the form’s purpose. The language usage survey only is used to understand students’ linguistic experiences and educational background.
- The district or school reports information from the language usage survey in the appropriate Educational Management Information System (EMIS) records.
- For students enrolling from other U.S. schools and districts, school officials request previous language survey data and refer to the information when identifying English learners.
- Results of the language usage survey are kept with the student’s cumulative records and follow the student if he/she transfers to another district or school.

2. **Note.** Record additional information to assist the review of the language usage survey.

3. **Record.** Indicate responses from the language usage survey in the table below. Refer to the [Language Usage Survey Annotations](#) on page 2 for item-specific guidance.

<p>Student’s native language See Language Usage Survey Question 2. Report for <u>all</u> students in EMIS.</p>	<p>_____</p>
<p>Student’s home language See Language Usage Survey Question 3. Report <u>only</u> for English learners in EMIS.</p>	<p>_____</p>
<p>Potential English learner See Language Usage Survey Questions 2-4.</p>	<p><input type="checkbox"/> Yes. Assess the student’s English proficiency. <input type="checkbox"/> No. Do not assess the student’s English proficiency.</p>
<p>Immigrant student status See Language Usage Survey Questions 5-7. Report for <u>all</u> students in EMIS.</p>	<p><input type="checkbox"/> Yes, the student is an immigrant child. <input type="checkbox"/> No, the child is not an immigrant child.</p>

4. **Validate.** Complete the information below.

Signature of validating school employee

Date (mm/dd/yyyy)

Printed name of validating school employee

Name of school or school district

APPENDIX C: INITIAL PARENT NOTIFICATION LETTER



NOTIFICATION OF ENGLISH LEARNER SERVICES

Student Name _____ Date _____

Dear Parents/Guardians:

Our district is required to test the English language proficiency of all students whose home or native language is other than English. Your child’s English communication skills have been tested because your child’s home or native language is other than English. We have used standardized tests to determine that your child is eligible for EL services.

The following are the results of your child’s English language test:

LANGUAGE TEST: LAS LINKS / OELPA

	Listening	Reading	Speaking	Writing
1 Beginning				
2 Early Intermediate				
3 Intermediate				
4 Proficient / Early Advanced				
5 Above Proficient / Advanced				
OELPA Overall	Emerging	Progressing	Proficient	

Based on the results of the English language test as indicated above, the following program is being offered to help your child learn English and make academic progress.

_____ English Learner (EL) class _____ EL inclusion classes

The program indicated above is designed to help your child attain English language proficiency as quickly as possible so that he or she can participate effectively in classrooms in which English is the language of instruction. The following criteria will be used to indicate that a student has attained the required level of English proficiency to be exited from a district’s EL program:

- Achievement at the proficient level in Ohio’s English Language Proficiency Assessment (OELPA) scoring any combination of 4’s and 5’s across all four domains: listening, reading, speaking, writing

Based on your child’s level of English language proficiency, we expect that your child will receive English language services for approximately _____ year(s).

Limited English proficiency is not a learning disability. However, some students may have a learning disability in addition to being limited English proficient. If your child is diagnosed as having a learning disability, she or he will be provided instruction consistent with an Individualized Education Plan developed in collaboration with yourself, teachers and other specialists.

You may accept or reject your child's placement in the above-indicated program. To accept the service, please sign and return the form below. You may choose to withdraw your child at anytime from the program by sending a letter to the school. Your child will then be placed in the general instruction program for students who are fluent in English.

We invite you to visit the school and meet with the staff to learn more about this program. If you have questions, please contact _____ by calling _____

Sincerely,

English Learner (EL) Teacher

RETURN TO EL TEACHER

STUDENT NAME: _____

Student's Date of Entry to USA: _____
Month / Day / Year

For parent use only:

I understand the information in this letter. **Yes** _____ **No** _____

I would like someone to explain the information in my native language. **Yes** _____ **No** _____

My native language is _____

I accept to have my child receive the program services described above. **Yes** _____ **No** _____

Parent's/Guardian's Signature

Telephone Number

Date

APPENDIX D: MIDYEAR COMMUNICATION LETTER
(Progress Report)



English Learner (EL) Program Progress Report

Student Name _____ Student ID# _____ Date: _____
 School _____ Grade _____ EL Teacher _____

N/A = Not Applicable	1 = In Progress	2 = Satisfactory Development
-----------------------------	------------------------	-------------------------------------

	<u>N/A</u>	<u>1</u>	<u>2</u>
LISTENING:			
Comprehends spoken instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies main ideas and supporting details of spoken English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determines speaker attitude and point of view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehends the meaning of academic and/or specialized vocabulary when spoken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPEAKING:			
Speaks fluently, using clear pronunciation and with appropriate intonation and stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks using appropriate grammar and vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks for varied purposes, both formal and informal, with focus, relevance and cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
READING:			
Demonstrates reading strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies the meaning of written vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads with comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads for varied purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WRITING			
Writes using appropriate conventions and grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes for varied purposes and audiences, with appropriate tone and voice using various media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes using the writing process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes using a range of vocabulary, sentence structure and verb tenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

Student's English Proficiency skills will be formally assessed with the OELPA Test the Spring of YEAR. A detailed report will be mailed during the summer months of YEAR.

**APPENDIX F:
CHARACTERISTICS OF SECOND LANGUAGE LEARNERS**

Characteristics of Second Language Learners

Misconception 1: *EL (English Learners) learn English easily and quickly by being exposed to and surrounded by native English speakers.*

Fact: Learning a second language takes time and significant intellectual effort on the part of the learner. Learning as second language is hard work; even the youngest learners do not simply “pick up” the language.

Misconception 2: *When EL Learners are able to converse comfortably in English, they have developed proficiency in the language.*

Reality: It can take 6 to 9 years for EL learners to achieve the same levels of proficiency in academic English as native speakers. Moreover, EL students participating in thoughtfully designed programs of bilingual or sheltered content instruction remain in school longer and attain significantly higher rates of academic achievement in comparison to students without such advantages.

Misconception 3: *In earlier times immigrant children learned English rapidly and assimilated easily into American life.*

Reality: Many immigrant students during the early part of this century did not learn English quickly or well. Many dropped out of school to work in jobs that did not require the kinds of academic achievement and communication skills that substantive employment opportunities require today. (TESOL, Inc., 1997, p.3)

Misconception 4: *All EL students learn English in the same way.*

Reality: ELs’ prior schooling, socio-economic position, content knowledge, and immigration status create variety in their learning processes. Some ELs speak languages with English cognates, while others speak languages with little lexical similarity to English; this changes the nature of how students learn content-specific vocabulary.

Misconception 5: *Children who come from bilingual homes are EL.*

Reality: Children who are exposed to two or more languages are not necessarily at-risk or limited English proficient. Over identification, particularly in the early years is not helpful and is often found discriminatory.

**APPENDIX G:
Testing Accommodations Chart and Checklist**

TESTING ACCOMMODATIONS

Teacher _____

✓ Update as necessary.

STUDENT and GRADE	Extended Time	Dictionary	Translator		Notes

ELL ACCOMODATIONS LIST

School Year _____ Completed/Updated _____

Name _____ Student # _____

Grade _____ Arrival in U.S. _____ Native Language _____

English Proficiency Level: Newcomer Beginner Intermediate Advanced

Other _____



Modifications Needed

(to be completed by ELL Resource Teacher)

- Needs brief, direct language – concentrate on visuals
- Oral test administration
- Open book/notes tests
- Extra time for tests/projects
- Tests modified to reduce language dense questions/responses
- Reduced spelling/vocabulary lists
- Writing – single sentences to 1 paragraph/3-5 paragraphs
- Use of tapes with reading passages
- Access to class notes for rechecking
- Graded with Satisfactory/Unsatisfactory
- Dense reading passages highlighted or cut/pasted for essential ideas/themes
- Personalized Goal Contract (with ELL Resource Teacher – updated quarterly)

Research-Based Teaching Strategies for ELL Students

(to be completed by Classroom Teacher)

- Focus on product and process
- Focus on meaning over error correction – oral and written work
- Use of graphic organizers
- Portfolio grading
- Respect silent period (see definition)
- Use of realia
- Use of body language/visuals
- Repeat routine procedures with each lesson/unit
- Provide a menu of options for graded assignments

Copies are to be kept in the permanent file, ELL file and the respective classrooms.

Ohio English Language Proficiency Standards

Knowledge and Competencies Related to American School Culture

Knowledge of American school facilities and their functions

- Restrooms
- Lockers
- Drinking fountains
- Cafeteria
- Library
- Gym
- Student Services (nurse, librarian, counselor, busses)

Understanding of American school policies and procedures

- Class schedules Report cards Grades
- Tornado and fire drills
- Clothing and equipment for physical education classes
- Variety and purposes of tests Test-taking techniques
- Rules relating to plagiarism and cheating

Understanding of expressions of respect in American schools

- How to take turn appropriately
- How to interrupt appropriately
- Respect for others' possessions (e.g., Do not touch or remove things from teacher's desk or from others without permission.)
- Appropriate time for silence in different school settings
- Appropriate ways to get teachers' attention in class
- Appropriate ways to demonstrate appreciation of others
- Appropriate ways to demonstrate respect for other speakers
- Norms of personal space

Understanding of expected classroom behavior in American schools

- Use eye contact during oral communication with others
- Make effort to actively participate in class discussions
- Raise hand to speak
- Ask and answer questions appropriately
- Follow seating arrangements (may be assigned by teacher)
- Follow procedures for moving about in the classroom, sharpening pencils, etc.
- Follow teachers' directions; ask for clarification if needed
- Use materials appropriately; follow clean-up procedures
- Ask permission to leave the classroom
- Follow procedures for lining up

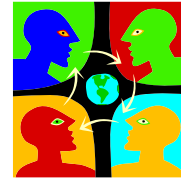
Understanding of expected out-of-classroom behavior in American schools

- Follow hallway rules (e.g., pass through hall quietly, keep hands to self, pass through halls in expected time, use pass if required)
- Follow cafeteria procedures for lining up, ordering food, eating etiquette, cleaning up
- Use restroom appropriately (turn off faucets, keep clean)
- Follow bell schedule
- Follow procedures for tardiness and absence
- Follow rules for taking the bus (e.g., be at appropriate pick-up spot, be on time, follow bus behavior guidelines, follow procedures when bus is missed)
- Demonstrate appropriate playground behavior (e.g., show appropriate norms for competition, interaction with fellow players)

TRANSLATOR REQUEST FORM

**PARMA CITY SCHOOL DISTRICT
OFFICE OF DIRECTOR STUDENT SERVICES
INTEROFFICE MEMORANDUM**

TO: All Principals
School Psychologists
Special Education Supervisors
Counselors
EL Staff



FROM: Pamela Edmonds

DATE:

SUBJECT: TRANSLATOR REQUESTS

As our ELL population grows, so do our requests for translators. We have a very professional service that we use that is efficient and customer-friendly.

In order to process your requests efficiently, please follow the procedures listed below:

- ✓ For each request, fill out the Translator Request Form a minimum of 1-2 weeks prior to the meeting date – the earlier the better.
- ✓ Once the upper portion of the form is filled out, submit to Pamela Edmonds, Central Office for approval.
- ✓ The person requesting the translator will be notified when arrangements have been confirmed and sent back the original request form.
- ✓ After services have been rendered, the bottom portion of the form needs to be completed and returned.

A Translator Request Form follows for your convenience. Feel free to duplicate as needed.

If you have any questions, please don't hesitate to contact me at extension 8334 or by e-mail. Your cooperation in this procedure is appreciated.

PE:lg

Attachment

Parma City School District Translation Request

To Be Completed by Building Requesting Translator:

Date Requested for Translation Service

Time

Estimated Length of Time Needed

Location Where Service Is Needed

Student Name

Grade

Language

Reason Requested

Translation Requested by

Date

Participants Present during Translation

Principal Signature _____ Date _____

Director's Approval _____ Date _____

Please send completed request to Central Office, Attention: Pam Edmonds

.....
To Be Completed by Central Office:

Date Received _____ By _____ Translator Assigned _____

Confirmed Date/Time of Service _____

.....
To Be Completed by Building on Date of Translation Service:

Date Translation Completed _____

Starting Time _____ Ending Time _____

Principal Signature _____ Date _____

Translator Signature _____ Date _____

Return completed form to Monica Jarrell, Student Services