



**Student Services & Strategic Partnerships
English Language Development (ELD) Program
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The South Euclid Lyndhurst (SEL) School district provides this document as a resource. It contains information relevant to our English Learner Program (ELP) including federal definitions, laws, and guidelines, as well as curriculum and instruction.

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Plan for English Learners

The South Euclid Lyndhurst School district's plan follows state and federal guidelines for providing service to English Learners (EL), which ensures that English learners have equal access to a quality education that enables them to progress academically while learning English.

English Learners (ELs) in the District

The South Euclid Lyndhurst (SEL) School District is comprised of one high school; one junior high school; one intermediate/middle school; and three elementary schools, one of which includes a preschool. The district EL population maintains an annual range of approximately 65-75 students. Currently the majority of EL students are Spanish speakers and comprise generally around 2% of the total school population.

Mission Statement

The SEL English Language Development (ELD) program serves English learners by offering comprehensive English language education and services. We seek to provide students with the language skills and cultural understanding necessary to participate fully in the academic setting.

ELD Program Goals

The goal of SEL's ELD Program is to provide high-quality instruction in the English language in the domains of listening, speaking, reading, and writing, as well as appropriate modifications and accommodations in the mainstream classrooms, so that English learners may develop the second language skills necessary to successfully achieve academically and socially in the United States. We will monitor data and responsively adjust our instructional program as needed.

Educational Theory

Direct instruction in ELD is provided by Teachers of English for Speakers of Other Languages (TESOL) certified teachers, following Ohio English Language Proficiency standards, using district-approved reading and grammar texts designed for English learners. Districtwide, ELD is implemented by using a pull-out model; TESOL certified teachers also push-in to provide instructional support in the general education, direct instruction core content classrooms. Modifications and accommodations in the classroom are based upon recommendations from the State of Ohio, and best practices in serving EL students. Consistent with research, EL students can be expected to attain proficiency in Basic Interpersonal Communication Skills (BICS) within 1-3 years of instruction in US Schools. They can be expected to attain Cognitive Academic Language Proficiency (CALP) within 5-7 years. In some cases, full proficiency may take up to 10 years.

EL

English Learner is a term used to identify students who are in the process of acquiring English language skills to function in a school setting.

Legal Responsibilities

There exists a substantial body of Federal Law that establishes the rights of EL students and defines the legal responsibilities of a school district serving these students. Administrators and school boards who are responsible for local policies and programs can turn for guidance and direction to this body of law. It includes the following:

1868 Constitution of the United States, Fourteenth Amendment

"...No state shall deny to any person within its jurisdiction the equal protection of its laws."

Title VI of the Civil Rights Act of 1964

Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English.

1974 Lau v. Nichols

A class action suit brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District: In 1974, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking Chinese students in the district. [414 U.S. 563 (1974)]

1981 Castañeda v. Pickard

On June 23, 1981, the Fifth Circuit Court issued a decision that is the seminal post-Lau decision concerning education of language minority students. The case established a three-part test to evaluate the adequacy of a district's program for EL students: (1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy; (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and (3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome? [648 F.2d 989 (5th Cir., 1981)]

1982 Plyler v. Doe

The decision of the Supreme Court in Plyler v. Doe, 457 U.S. 202 (1982) holds that States may not, consistent with the Equal Protection Clause of the Fourteenth Amendment, withhold from undocumented children the same free public education they provide to other children residing in the State. The Court emphatically declared that school systems are not agents for enforcing immigration law, and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational service to any student.

Civil Rights Issues

South Euclid Lyndhurst Schools

has an obligation to meet the following:

- Identify and assess EL students in need of language assistance in a timely, valid, and reliable manner;
- Provide EL students with a language assistance program that is educationally sound and proven successful;
- Sufficiently staff and support the language assistance programs for EL students;
- Ensure EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities, including the core curriculum, graduation requirements, specialized and advanced courses and programs, sports, and clubs;
- Avoid unnecessary segregation of EL students;
- Ensure that EL students with disabilities under the Individuals with Disabilities Education Act (IDEA) or Section 504 are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in evaluations and delivery of services;
- Meet the needs of EL students who opt out of language assistance programs;

- Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;
- Evaluate the effectiveness of the school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time and
- Ensure meaningful communication with LEP parents.

In addition, Federal law also prohibits all forms of race, color, national origin, sex, disability, and religious discrimination against EL students. For example, among other requirements,

South Euclid Lyndhurst Schools

- Must enroll all students regardless of the students' or their parents' or guardians' actual or perceived citizenship or immigration status;
- Must protect students from discriminatory harassment on the basis of race, color, national origin (including EL status), sex, disability, or religion;
- Must not prohibit national origin-minority group students from speaking in their primary language during the school day without an educational justification; and
- Must not retaliate, intimidate, threaten, coerce, or in any way discriminate against any individual for bringing civil rights concerns to a school's attention or for testifying or participating in any manner in a school, Office of Civil Rights, or Department of Justice investigation or proceeding.

Enrollment, Identification, and Placement of EL Students

Enrollment Policy

ALL students will register at the Board of Education Student Services office. EVERY new student who enrolls must fill out a Language Usage Survey (LUS) if one has not been filled out in a prior district. This will become part of the enrollment folder for all new students. The LUS will determine whether or not we proceed with the evaluation to determine English Learner status.

Each enrolling student must provide documentation from his/her prior school, if applicable. If such documentation is not available, the parent/guardian will be asked to complete a record release form. Once registration is complete, the student's information will be reviewed by the EL/TESOL Certified Teacher soon after enrollment to determine if the student must be tested for English Proficiency. Whenever possible, the assigned EL/TESOL Teacher will attend the registration appointment in the Office of Pupil Services to meet the student and families to support enrollment and transition. Transportation arrangement follow district guidelines and are typically made at the time of registration.

Language Usage Survey

English Learners (ELs) must be identified at the point of enrollment. A consistent enrollment procedure, which includes the use of a Home Language Usage Survey, facilitates their entry into the new school. All surveys must be validated by a trained school district employee with a current state TESOL license or endorsement.

Step 1: Administer the [Language Usage Survey](#)

Section A – Student’s Language Background

Step 2: Assess English Language Proficiency

Initial assessment of English language proficiency must be conducted to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions.

South Euclid Lyndhurst Schools utilizes Ohio’s screener/assessment to determine eligibility for services. Testing is administered by EL/TESOL teachers. The *Online Screener* assesses English language proficiency in all four domains of language development—listening, speaking, reading, and writing as well as comprehension to ensure that students’ language needs are properly identified and addressed through the district’s educational program.

Students are then designated as English Learners (EL) (if they score less than Proficient in all areas on the Ohio Screener or “Not EL” (if they score totally proficient). A student must score at the Proficient **level in all four domains in** order to be considered “Not EL”. The district EMIS Coordinator reports the student’s EL designation (L, S, Y, or M).

LEP Status

- | | |
|----------|---|
| N | No - The student is not Limited English Proficient. |
| Y | Yes - Limited English Proficient student who has been enrolled in U.S. schools for more than 360 school days (or the equivalent of two school years). OR Previously exempted from taking the spring administration of either of the State’s English language arts assessments (reading or writing). |
| L | LEP – Enrolled in U.S. Schools for First Time. A recently arrived Limited English Proficient student who has been enrolled in US schools for no more than 180 school days |
| M | LEP – The ODE considers English learners who score a combination of 5’s and 4’s in three domains and a score of 3 in one domain as Trial Mainstream (M category in EMIS). Ohio is no longer using the former “Proficient Trial Mainstream” as a path towards exiting from the EL program. Trial Mainstream students will remain in the program until they reach “Proficient” status. |
| S | LEP – Enrolled in U.S. Schools for 2nd Year. A recently arrived Limited English Proficient student who has been enrolled in US schools for more than 180 school days and less than 360 days (or the equivalent of two school years). |

Parent Notification

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),(20 USC § 1113) schools must notify parents of English Learners who are participating in ELD programs of the following:

- The reason for identification of the child as an EL;
- 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. (ESEA 1112(e)(3)(A)).

Rights of the Parent

- To remove the child from the program;
- To decline enrollment in the program or other program options available;
- Obtain assistance in selecting from among available programs.

*If parents deny permission for services, the student keeps the EL designation, and the student's progress will continue to be monitored by the responsible ELD teacher. The "denied participation" code will be entered in EMIS for that student. However, the student will be included in the annual spring assessment of English proficiency given to all EL students.

Placement

After students are identified as EL, the ELD teachers at determine the appropriate individualized ELD program for that student, based on the results of the language screener. South Euclid Lyndhurst Schools utilizes the Solution Oriented Administrative Reporting (S.O.A.R.) to create learning plans designed to meet the needs of each student. Due to the small population of EL students, often from the same family group or neighborhood, the district's EL/TESOL tutors serve a dual-role by also providing case management-type services to serve as a liaison with other school stakeholders and link their assigned EL student and families to district and community resources.

ELD Program Description

The English Language Development (ELD) program is designed to enable English Learners (EL) to become competent in listening, speaking, reading, and writing of the English language through the use of second language methods. The ELD program emphasizes the mastery of English language skills, as well as mathematics, science, and social studies, to enable the ELD students to participate fully in the mainstream classroom. The ELD program is an integral part of the total school program. Not only does the program provide instruction by TESOL certified teachers, it also equips mainstream teachers with information and strategies for teaching English learners. The District provides training in Best Practices for teaching ELs and also provides ongoing PD to all teachers throughout the year in conjunction with the Educational Service Center of Northeast Ohio.

South Euclid Lyndhurst Schools uses the following program models to serve students in the ELD program. The models, defined below, include:

ESL Pull-out/ Push-in

In the Pull-out model students are "pulled out" of regular, mainstream classes for a portion of the day to receive specialized instruction for English learners in the ELD program. In contrast with pull-out ELD instruction, in push-in ELD, the ELD teacher provides instruction by going into the regular classroom. "Push- in" classroom ELD instruction and or support is provided by a TESOL certified teacher.

Sheltered Instruction

An instructional approach used to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from ESL in that English is not

taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects (National Clearinghouse for Bilingual Education, 1987).

Consultation, Monitoring and Academic Assistance

Mutually agreed-upon interactions between teachers and specialists to gain information and resources to better support English learners as a population, as individuals and as language learners. English language proficiency standards are addressed across the curriculum.

Other English Learner programs not covered by the other available English learner program codes (e.g. tutoring (not instruction) from local college students during study hall)

Curriculum Support Materials Available

- Rosetta Stone
- Reading A-Z
- Flocabulary
- Wonders ELL edition
- Muzzy English
- ABC Mouse
- Readworks.org
- iReady

The models above allow the schools to meet the educational strengths and needs of the students by providing English instruction that is tailored to the students' needs. Research shows that students are expected to attain Basic Interpersonal Communication Skills (BICS) within 2-3 years, while they should attain Cognitive Academic Language Proficiency (CALP) within 5-7 years. In some cases, full proficiency may take up to 10 years. Additionally, in the case of a student with a disability, the school provides services according to the student's needs as well as consultation/ collaboration with the Intervention Specialist.

Staffing and Supporting SEL ELD Program

Program Staffing

The District's ELD program consists of two (2) full time TESOL certified, bilingual (Spanish) teachers.

Providing Meaningful Access to All Curricular and Extracurricular Programs

English Learners in South Euclid Lyndhurst Schools are provided equal opportunities to participate in all programs and activities provided by the school district. This includes core curriculum, specialized and advanced courses and programs, gifted services, and any curricular, co-curricular, or extracurricular activities.

1. Core Curriculum

ELD instruction is designed so that EL students can meet grade-level standards within a reasonable period of time. EL students are placed in age-appropriate grade levels so that they can have meaningful access to their grade-appropriate curricula and an equal opportunity to graduate on time. ELD teachers monitor the progress of the EL students in core subjects to assess whether they are incurring academic deficits and provide assistance when necessary.

2. Specialized and Advanced Courses and Programs

Gifted Services

EL students will be provided an equal opportunity to participate in gifted and talented programs, upper level courses, and other specialized programs offered by the district. Native language screening is provided when necessary.

Meeting the Needs of EL Students Who Opt Out of EL Programs or Particular EL Services

While South Euclid Lyndhurst Schools encourages all parents of EL students to accept the EL services that are offered, occasionally we do have a parent who chooses to opt out of the program. In this case, the District speaks to the parents to ensure that they have made a voluntary and informed decision. Appropriate documentation is then maintained on file. However, all students who are identified as EL are still required to participate in the Spring OELPA test, regardless of their participation in the program.

OELPA Ohio English Language Proficiency Assessment

The OELPA is composed of four tests which measure a student's skills in four key domains (listening, reading, writing, and speaking). Students enrolled in a public school who have been identified as an English learner (EL) are required to take the OELPA. The format is online for all English learners. Paper tests are intended as an accommodation for English learners unable to test online. The OELPA is based on the Ohio English Language Proficiency Standards that are located at this [link](#).

Evaluating EL Students for Special Education Services and Providing Special Education and English Language Services

SEL must ensure that all students who may have a disability, and need services under IDEA or Section 504, are located, identified, and evaluated for special education and disability-related services in a timely manner. When conducting such evaluations, the District considers the English language proficiency of the EL students in determining the appropriate assessments and other evaluation materials to be used. The District provides EL students with disabilities with both the language assistance and disability-related services to which they are entitled under Federal law.

Special Education

When an EL student's performance suggests that he or she is having difficulties attaining academic and social expectations, which are unrelated to the student's EL status, the student is referred to the school's Response to Intervention team (RTI) for intervention strategies. The EL staff must be part of this team. Periodic reviews will be conducted to determine the success or failure of the strategies and what further strategies may be necessary. In the event that various strategies are not successful, the student may be referred for special education evaluation. Prior to this, the district will consider language proficiency of the student by analyzing the most recent English language proficiency scores. Should an English learner student qualify for special education services, he/she will continue to receive EL services as reflected on his/her IEP.

The South Euclid Lyndhurst School District follows the State of Ohio policies and procedures for referring students for special education evaluations. The intervention strategies must be utilized to ensure that such students are not referred for a formal Multifactorial Team Evaluation when the lack of academic progress is primarily related to language background or a need for more EL and/or support services. The student may require an evaluation administered in his/her native language. An EL teacher, who is knowledgeable about the student's native language will be part of the process of diagnosis and placement, and will discuss the effects of language on the evaluation. Parents will be provided an

interpreter for due process, testing results and educational team reports in their native language if needed. The IEP or Section 504 plan for an EL student with a disability will reflect the student's program of services and the service provider. The IEP or Section 504 teams for EL students will consider the student's language needs when developing the student's educational plan.

If a student needs, or is believed to need, special education services or related aids and services, the parents and guardians will be informed about the student's services in a language that they can understand. Documents and proceedings to be translated include, but are not limited to, the following: notices of rights and procedural safeguards, consent forms, notices of meetings, interviews, special education or Section 504 placement meetings, individual education or Section 504 plan documents, statements of goals and objectives, and the district's policies and procedures for identifying, evaluating, and placing students with disabilities. In addition, every EL student with a disability will receive EL services by qualified and appropriately trained staff unless the placement committee determines and documents that such ELD services are clearly inconsistent with the student's identified individual needs.

Title I Services

South Euclid Lyndhurst Schools ensures that EL students will be eligible for and provided with Title I services on the same basis as non-EL students. Title I and EL staff work closely together to provide services for our students.

Monitoring and Exiting EL Students from EL Programs and Services

EL students in SEL Schools are monitored for acquisition of content knowledge as well as language acquisition. Benchmarks are monitored at the classroom, building and district levels in order to ensure adequate progress toward their goals. The District monitors implementation of ELP standards through informal and formal observations and evaluations. EL students participate in the yearly OELPA administration and the results of these tests inform their instruction.

Exiting the ELD Program

The length of time an English Learner (EL) student spends in the program is dependent on their level of proficiency. Research indicates it can take from 5 to 7 years to acquire academic language proficiency compared to a native speaker. Therefore, the amount of support given to an EL student will depend on his/her progress in his/her new language. The typical path of an EL is from full support, to minimal support, to progress monitoring by the ELD teacher. When the student becomes proficient in the four domains of language acquisition: Listening, Speaking, Reading, and Writing (as indicated by his/her scores on the state language assessment), the student is then exited from the program.

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 they receive a performance level of Proficient.

It is important to note, after a student exits the ELD Program, the District's two (2) full time TESOL certified, bilingual (Spanish) teachers remain available to provide support to students and their families as needed and requested.

Monitoring

After students exit the EL program, they are monitored for 4 years to ensure that: the students have not been prematurely exited; any academic deficits they incurred as a result of participation in the EL program have been remedied; and they are meaningfully participating in the standard instructional program comparable to their never-EL peers.

When the District's monitoring of an exited EL student indicates that a persistent language barrier may be the cause of academic difficulty because general education and remediation services have proven inadequate, the District will re-test the student with a valid and reliable, grade-appropriate ELP test to determine if there is a persistent language barrier and will offer additional language assistance services where needed. If the results of the retesting qualify the student as EL, the district will reenter the student into EL status and offer EL services. If the student is re-entered into EL services, the district will document the bases for the reentry and the parents' consent to such reentry.

ELD Program Evaluation

As the district defines the ELD program services available and develops others to meet the needs of EL students, the ELD staff will work with the individual building staff to discuss ELD Program implementation and effectiveness. Evaluation will address participant, program, and system-level evaluation. This evaluation format will be ongoing to allow for mid-year corrections within services and will summarize to provide an overall accountability of services.

The participant level evaluation will include student outcomes with comparative analyses for services needed. The data sources for the participant level evaluation and comparative analyses include the following:

- Language proficiency of the students receiving services
- Success in ELD and any sheltered classes that are offered
- Rates of exit from the ELD program
- Success in mainstream classes
- Student performance on state and district mandated assessments

The program level evaluation of the alternative language services will provide the formative portion on the evaluation. The level of services evaluation conducted with the survey and observation data will include, but is not limited to the following:

- Assessment of the accomplishment of specific short-term goals to be developed by the Assistant Superintendent, Student Services & Strategic Partnerships, and the ELD staff
- Actual implementation of services as described by district standards and school standards.
- Evidence that the school and district support staff have identified needs of students in the school and designed service models to meet these specific needs.

System evaluation will provide an overall assessment of the effectiveness of the district in meeting the needs of EL students.

In addition to providing evidence of implementation, the system-level evaluation will examine EL's performance on all current indicators of accountability.

South Euclid Lyndhurst Schools uses the following measures to evaluate the success of the EL program:

- teacher observation measures and checklists
- grade point averages
- measures on State assessments.
- graduation/promotion rates

- inclusion of EL students in Gifted and Talented and other special programs
- participation of ELs in extra-curricular activities
- drop-out rates

The District Leadership Team (DLT) and the Building Leadership Teams (BLT) study District data on a quarterly and yearly basis. DLT/BLT meetings are held monthly and data is analyzed and discussed. Included in these analyses is EL subgroup information.

In addition to analyzing the data, the EL teachers, will, at interim times and at the end of each nine weeks, review the grades of the EL students to determine whether they are progressing through each grade as expected. Students who are not progressing satisfactorily are reviewed with the Assistant Superintendent, Student Services & Strategic Partnerships,, Principals, Assistant Principals, School Counselors, School Social Workers and School Psychologists, if indicated. At each meeting interventions are discussed and agreed upon and then implemented. Follow-up meetings are scheduled to discuss the success of the interventions and more are recorded as necessary.

After the above-mentioned data is reviewed by the DLT, BLTs, and the ELD department, appropriate decisions are made regarding curriculum and staff. This is done to ensure that the district is meeting the needs of its EL students and providing appropriate services that will enable the students to become proficient in English.

EL parents will fill out a parent survey and/or provide feedback to the District's two (2) full time TESOL certified, bilingual (Spanish) teachers as part of the overall program evaluation.

At the end of each year, the district's Assistant Superintendent, Student Services & Strategic Partnerships, will review data on the Gifted and honors program, as well as any other programs offered to the students of SEL schools to ensure that all current and mainstream/exited EL students have the opportunity to benefit from the educational program.

Annually, ELD staff review procedures, make necessary revisions and update staff as needed. The Assistant Superintendent, Student Services & Strategic Partnerships, along with building administrators and EL staff will monitor the procedures throughout the school year to ensure proper compliance.

English Language Proficiency Improvement Measure

To help ensure English learners' equitable access to school success, this measure accounts for how well a district or school meets its federal obligation of assisting English learners in their acquisition of English language proficiency. English Language Proficiency Improvement is one of the elements of the Gap Closing component.

The English Language Proficiency Improvement measure quantifies the improvement English learners make toward English language proficiency. The measure relates to gains in proficiency as measured by individual student performance on the Ohio English Language Proficiency Assessment (OELPA). Districts and schools identify initial level of proficiency of English learners using the OELPA. Based on a student's proficiency on the initial administration of the OELPA, a target for annual improvement is established for the student. The district and school then provide services to the student based on the student's proficiency level. When the student is administered the OELPA in the following year, each student's improvement will be measured to evaluate whether the student met or exceeded the annual improvement target.

Technical Fact

This measure includes only current English learners; students are no longer included once they reach proficiency on the OELPA. If a student scores proficient on the first administration of the OELPA, the student will be identified as having met the improvement target in that year.

Translation and Interpretation for Families

South Euclid Lyndhurst Schools will make available district forms in other languages. The district provides bilingual translators for parent conferences, hearings, IEP and MFE conferences. We also support other languages with bilingual interpreters on contract.

Parent, Family, and Community Engagement

Although the parents of our English Learners are included in programs offered districtwide and, in each school, at least one each semester, specialized programs are planned for the parents and families of our EL students. During the COVID 19 Pandemic, onsite activities were suspended.

English Language Proficiency Standards

The EL teachers follow the Ohio English Language Proficiency standards linked below.

- [Kindergarten ELP Standards](#)
- [Grade 1 ELP Standards](#)
- [Grade 2 and 3 ELP Standards](#)
- [Grade 4 and 5 ELP Standards](#)
- [Grade 6th - 8th ELP Standards](#)
- [Grade 9th - 12th ELP Standards](#)

Glossary**BICS**

Basic Interpersonal Communication Skills refers to a student's social English language skills. Research indicates that students take 1-3 years to acquire functional social language skills. (Cummins, 1981)

CALLA Approach

Cognitive Academic Language Learning Approach is a tool for working with English Language Learners (ELL).

CALP

Cognitive Academic Language Proficiency refers to English language skills necessary to function successfully in an academic /school environment. Research indicates that it takes students from 3-7 or more years to acquire such academic language skills. (Cummins, 1981)

EL

English Learner is a term used to identify students who are in the process of acquiring English language skills to function in a school setting.

ELD Instruction

English Language Development are instructional methodologies used to teach English language components (grammar, vocabulary, pronunciation) and language skills (reading, writing, speaking, and comprehension.)

ESL Programs

ELD/ESL programs emphasize learning English for both social and academic purposes. English is the language of instruction.

ELD Pullout

Students spend part of the day in a regular classroom but are pulled out for a portion of the day to receive ESL instruction.

EL Teacher

EL teachers are required to be certified and have specific training in ELD instruction. They may provide ELD instruction or support services to EL's. They may provide consultation services to regular classroom teachers.

Home Language Survey

This form is given to all students at time of registration to survey the language most often used in the home.

Inclusion

ELL students are placed in general education classes and may receive tutorial support or receive service through a team approach.

Migrant Education

Education programs established mainly to meet the needs of children of farm laborers, who often face challenges as poverty, limited English proficiency, and readjustments due to moving often from school to school.

OCR

The Office of Civil Rights, U.S. Department of Education has the responsibility for enforcing Title VI of the Civil Rights Act. OCR investigates allegations of civil rights violations and initiates investigations of compliance with federal civil rights laws in schools that serve special student populations, including language-minority students.

Title III

The purpose of Title III is to meet the needs of Limited English Proficient students, develop high quality language instruction programs, build agencies' capacities, promote parental involvement, streamline programs, hold state and local educational agencies accountable, and provide flexibility for agencies.

TESOL

Teachers of English for Speakers of Other Language

Self-Evaluation Checklist for ELD Program

Self-Evaluation Questions	Yes	No
Identification and Assessment		
Have all staff members received a copy of the procedural manual?		
Have all staff members been trained to use the procedural manual?		
Does every student have a Home Language Survey on file?		
Are all students who identify another language on the Home Language Survey assessed using the screener?		
Is the school using Ohio State assessment data to guide instruction?		
Programming and Curriculum		
Is the staff within each school aware of the needs of the ELs?		
Are the ELD teachers following the English Language Proficiency (ELP) Standards for the state of Ohio?		
Are classroom teachers using the ELP standards as a guide when collaborating on lesson plans?		
Are classroom teachers collaborating with ELD teachers?		
Are SIOP strategies being implemented by all teachers?		
Are all EL students receiving appropriate services?		
Are beginning level students receiving basic English instruction?		
Are EL students receiving assistance in content area classes?		
Staffing and Professional Development		
Do the ELD teachers possess the appropriate certifications for their positions?		
Are all certified teachers trained in the SIOP method for content-based teaching?		
Have the paraprofessionals received professional development training?		
Parental Involvement		
Do all parents receive information in a language they can understand?		
Do all parents receive a consent waiver form?		
Do all parents receive notification of their child's progress?		
Do parents receive information about the school system and ways to help their children at home?		
Program Evaluation		
Is the school maintaining appropriate data for each student in order to monitor yearly progress in English language proficiency?		
Are the ELD teachers and administrators evaluating the program annually?		