

Hillsboro City School District
English as a Second Language
HANDBOOK

Vision Statement:

ESL learners are empowered through language, opportunity, and cultural understanding.

Mission Statement:

Empowering English learners with language skills, cultural understanding, and confidence to succeed academically, socially, and professionally in diverse communities.

Contact:

Elena Cullom

ecullom@hillsboro-indians.org

937.393.3475 ext 3703

1. Identification & Enrollment

- All students must complete a **Home Language Survey** at enrollment.
- If another language is indicated, schools must administer the **Ohio English Language Proficiency Screener (OELPS)**.
- Students are identified as **English Learners (ELs)** if they are not proficient in English.

👉 Applies to ages **3–21** enrolled in **K–12** schools.

2. Program Models Used in Ohio

Ohio districts can choose from several approved service models:

- **ESL / English Language Development (ELD)**
- **Sheltered Instruction (SIOP/SDAIE)**
- **Dual Language Programs**
- **Transitional Bilingual Education (TBE)**
- **Newcomer Programs** (for recent arrivals)

➡ Services may be:

- **Pull-out instruction** (separate ESL class)
 - **Push-in support** (in general classroom)
 - **Co-teaching models**
-

3. Instruction & Standards

- Instruction must follow Ohio's **English Language Proficiency (ELP) Standards**.

- These standards require students to:
 - Develop **listening, speaking, reading, and writing** skills
 - Engage in **academic language** across subjects
 - Communicate ideas, analyze texts, and conduct research
 - Instruction must:
 - Be **grade-level appropriate**
 - Include **language + content objectives**
 - Use scaffolding (visuals, modeling, vocabulary supports)
-

4. Assessment Requirements

Initial Assessment

- **OELPS (screener)** for new students

Annual Assessment

- **Ohio English Language Proficiency Assessment (OELPA)**
 - Given yearly (typically Feb–March)
 - Tests:
 - Listening
 - Speaking
 - Reading
 - Writing
-

5. Progress Monitoring

- Schools must:

- Track EL progress annually
 - Maintain EL plans for each student
 - Share accommodations with teachers
 - Instruction is adjusted based on:
 - Test scores
 - Classroom performance
-

6. Exit Criteria (Reclassification)

Students exit ESL services when they:

- Score **“Proficient” on OELPA** (typically level 3+)
- Demonstrate academic readiness

After exiting:

- Students must be **monitored for 2 years** to ensure success.
-

7. Required Services & Supports

Ohio schools must provide:

Academic Supports

- ESL/ELD instruction
- Classroom accommodations
- Modified assignments/tests

Language Supports

- Vocabulary development
- Reading/writing scaffolds
- Content-area language instruction

Family Supports

- Translated documents
 - Interpreter services for meetings
-

8. Staffing & Teacher Requirements

- ESL teachers must have:
 - **TESOL/ESL endorsement** on an Ohio teaching license
 - Schools must:
 - Train general education teachers to support EL students
 - Ensure collaboration between ESL and content teachers
-

9. Legal & Equity Requirements

Ohio ESL programs must comply with:

- **Title VI of the Civil Rights Act**
- **Equal Educational Opportunities Act (EEOA)**
- **Every Student Succeeds Act (ESSA)**

👉 Schools must ensure:

- Equal access to all programs
 - No discrimination based on language
 - Inclusion in extracurricular activities
-

10. Key Principles in Ohio ESL Programs

- English learners must receive **meaningful access to education**
 - Language instruction must be **systematic and data-driven**
 - Programs must support both:
 - **Language development**
 - **Academic achievement**
-

☑ Summary

In Ohio K–12 schools, ESL programs are **legally required, data-driven, and standards-based systems** that:

- Identify students through screening
- Provide structured language instruction
- Monitor progress annually
- Exit students based on proficiency
- Ensure equal educational opportunity