Southwest Licking
LOCAL SCHOOLS

2026-2027 EL HANDBOOK

Southwest Licking Local School District

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EL Program Overview

EL Federal Definition

According to Section 25 of Title IX of the Elementary and Secondary Education Act of 1965, the term *English Learner* is an individual

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school
- who was not born in the United States or whose native language is a language other than English;
    - who is a Native American or Alaska Native, or a native resident of the outlying areas
    - who comes from an environment where a language other than English has has a significant impact on the individual's level of English language proficiency; or
    - who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual-
    - the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3)
    - the ability to successfully achieve in classrooms where the language of instruction is English; or
    - the opportunity to participate fully in society.

The Department of Education and Workforce published the following support materials to outline guidance for serving English learners in a public school setting.

https://education.ohio.gov/Topics/Student-Supports/English-Learners

Southwest Licking EL Program Philosophy

The Southwest Licking Local School District is committed to providing a high-quality English learner (EL) program that validates each student's native language and culture as a means to ensure linguistic, academic, and social-cultural success in a diverse society. To meet students' English language development needs, the Southwest Licking Local School District is committed to providing an evidence-based program of instruction that will allow us to:

- Enable all students to achieve high standards.
- Provide instruction for EL students in the appropriate program according to needs, assessments, and ODE regulations.
- Provide instruction that builds on students' cognitive abilities and prior education.
- Emphasize English language development and content area learning at every grade level.
- Provide ongoing valid assessments of students that reflect the stages of English language acquisition.
- Evaluate data and make program adjustments to improve student learning continually.
- Encourage native language support through technology to access content area curriculum while simultaneously providing English language instruction.
- Promote understanding of and respect cultural and linguistic diversity by students, parents, staff, and community.
- Develop higher teacher competencies of ELs' needs through comprehensive training of all staff on extensive teaching strategies/methodology and second language acquisition.
- Develop and maintain services in the areas of special needs, gifted, and at-risk students.
- Support and expand early childhood and family literacy programs.

Southwest Licking EL Program Vision and Mission

We aspire to:

- Equip Southwest Licking English learners with the skills needed to compete in our global society.
- Improve our community and society by providing opportunities for cultural education and enrichment.
- Provide resources and programs to our English learners to accelerate their learning and ensure students are technologically savvy.
- Stay current in educational policies and professional development so that our practices are research-based and considered best practices for ELs.
- Advocate for our English learners to various stakeholders.

Identification and Assessment

Identification

Ohio has a two-step process to identify English learners as outlined in the state's Identification Guidelines. Every student who enrolls in Southwest Licking schools fills out the Language Usage Survey (LUS), regardless of whether or not they are potentially an English Learner. This survey is located through our registration process on Final Forms.

Step One: Administer the Language Usage Survey (LUS). All students enrolling in public school districts or community schools complete an LUS as part of the enrollment process. The LUS is available in English and other languages. LUS English & Other responses of a language other than English to Questions 2-4 of the LUS prompt an assessment of English language proficiency.

Step Two: Students are screened using the online Ohio English Language Proficiency Screener (OELPS). It is administered individually and covers the four domains of listening, reading, writing, and speaking. Scores range from 1 (beginner) to 5 (advanced proficiency). Students are designated as "Emerging, Progressing or Proficient" overall.

> Students who score "proficient" do not qualify for classification as English learners. Students who score "emerging" or "progressing" levels are identified as English learners.
>
> All students entering Kindergarten who are identified as potential English learners on the LUS should be given the OELPS. Likewise, students arriving in the USA should also be screened if indicated by their LUS. Students who are transferring from another district within Ohio or another state do not need to be screened if their records indicate that they have been identified and classified as an English Learner or if they were screened and did not qualify.

Annual Language Assessment

Schools must test the English language skills of all English learners by administering the Ohio English Language Proficiency Assessment (OELPA).

Parent Notification

Parents and guardians must be notified if their child is identified as an English learner and provided an explanation of programming and available language support within thirty calendar days of the beginning of the school year. Parents must receive notification of language instruction program eligibility for students identified as English learners during the school year within two weeks of registration. Translating this information into the family's home language is critical, and if a written translation is not provided, an oral interpretation should be made available whenever needed.

Parents and guardians must be informed annually of the programming options and language support available to their English learners. Parents and guardians do have the option to decline or remove their child from the language instruction educational program at any time. Refusal of services must be submitted in written form and resubmitted annually.

Testing Requirements for EL Students

All EL students must participate in all proficiency/state standardized tests. There are no exemptions or waivers to excuse EL students from testing. EL students are entitled to accommodations as outlined in the Revised Assessment Accommodations, Ohio's Accessibility Manual, and district policy.

- States may provide accommodations on state-mandated assessments for EL students in U.S. schools. In Ohio, EL students may receive a bilingual, word-to-word dictionary and extended time on assessments. Additional accommodations may be outlined in the resources mentioned above.
- Students cannot test out of EL status until they demonstrate proficiency in all four areas: language development: reading, writing, speaking and listening on the Ohio English Language Proficiency Assessment (OELPA).
- Students who exit/test out of EL status are required to be monitored for a minimum of two years to ensure they are adequately prepared for mainstream classrooms. Once students exit the program, they are no longer entitled to accommodations on state assessments.

Department of Education and Workforce and U.S. Department of Justice Mandates for Servicing EL Students

- Identify and assess all potential English Learners
- Provide language assistance
- Staff and support an English learner program
- Provide meaningful access to all curricular and extracurricular programs
- Avoid unnecessary segregation of ELs
- Evaluate students for special education and provide dual services
- Meet the needs of students who opt out of English learner programs
- Monitor and exit students from English learner programs
- Evaluate the effectiveness of the English learner program(s)
- Ensure meaningful communication with limited English-proficient parents

EL Program Options

Below is a brief outline of programs offered to EL students in Southwest Licking Local School District after the assessment has been completed and/or previous EL status has been determined.

Grade Levels	Program	Description of Program
Elementary K-5	**Pull Out**	Students will receive small group instruction with an EL teacher each week. The instruction is focused on language acquisition in reading, writing, listening, and speaking.
	Push-In	Students will be in small groups in the general education classroom with an EL teacher in the classroom each week. EL teacher consults with grade-level content teachers for modifications of instruction to support English Language proficiency levels.
	Consulting	Students will have their accommodations and modifications provided by the content area teachers. EL teachers will consult with content area teachers.
Middle School 6-8	**Pull Out**	Middle school students receive service in an EL class. Instruction is focused on language acquisition in the domains of reading, writing, listening, and speaking.
	Consulting	Students will have their accommodations and modifications provided by the content area teachers. EL staff will consult with content area teachers.
High School 9-12	**Pull Out**	Students at an Emerging or Progressing level will receive group instruction with an EL teacher five times per week in the English for Academic Purposes Class at the HS. The instruction is focused on language acquisition in reading, writing, listening, and speaking.
	Push-In	Students at an Emerging or Progressing level will be in small groups in the general education classroom with an EL teacher in the classroom each week. EL teacher consults with grade-level content teachers for modifications of instruction to support English Language proficiency levels.
	Consulting	Students with the designation of *Trial Mainstream* will have their accommodations and modifications provided by the content area teachers. EL teachers will consult with content area teachers. EL students at the High School may also be enrolled in the EL Content Area Support Class at the HS for additional support with their classwork.

EL Levels and Definitions

Pre-Functional & Beginning Level Students Level 1 (Emerging)	Initially, students have severely limited or no understanding of English. They respond nonverbally to simple commands, statements, and questions. As they progress, they begin to use simple phrases or one-word answers. They rely on visual support from pictures, maps, charts, etc. to support their understanding.
Low Intermediate Level 2 (Emerging)	At level 2, students can understand phrases and short sentences. They can communicate in a limited way, using phrases and simple sentences. They use common, familiar vocabulary and expressions. They use simple academic vocabulary. Errors are often significant enough to impair meaning. They rely on visual support, patterns, and familiar topics.
High Intermediate Level 3 (Progressing)	At level 3, students can understand more complex speech, but their vocabulary is still limited. They are still learning to manipulate different language structures. Their primary, day-to-day English is rather proficient, and they can communicate in most settings. There are still marked errors, but they do not often impair meaning. Students still have limited academic language. They rely on specific feedback, background knowledge, and comprehension strategies.
Approaching Fluency **Can include: Trial Mainstream** **Level 4 (Progressing)**	At level 4, students can communicate with few errors in most situations. They express themselves with complex structures and read and write nearly fluently. They can digest grade-level content but still require support for deeper understanding and analysis. Their reading level is near or at grade level, and they need few modifications to instruction and assessments. They still need to build academic and content-specific vocabulary. They benefit from being exposed to higher-level, complete texts and a variety of other mediums
Proficient Level Students	Students at this level have demonstrated proficiency by achieving any combination of 4s and 5s on each section of the OELPA. They exit from the EL program. They can understand complex texts, communicate fluently, and achieve at or above grade level. They express themselves well verbally and in written form.

EL Student Progress Monitoring

EL students are progress monitored by the EL Committee of EL staff and administration. In addition to an annual evaluation of the program, the committee meets quarterly to review student progress.

Ohio English Language Proficiency Assessment Results

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 do not fall into Proficient or Emerging.

- Proficient means a student scored any combination of level 4s and 5s on the four tests.
- Progressing means a student scored a combination of levels that did not allow the student to be considered Proficient or Emerging.
- Emerging means a student scored any combination of level 1s and 2s on the four tests.

Exiting the EL Program

All students, receiving a proficient score on the Ohio English Language Proficiency Assessment (OELPA), exit from the EL program. A proficient score is achieved with a 4 or 5 in each domain of the OELPA.

Exited students are monitored by EL/Class teachers to ensure that students are successful outside of the EL program for four years. If a student is struggling outside of the EL program, other school supports will be offered.

Response to Intervention (RTI) and EL Students

- All ELs must take the required benchmark math and reading assessments in grades K - 8 and other diagnostic assessments in grades 2-8, regardless of time in the country.
- ELs could benefit from multi-tiered systems of support. RTI is not an EL program and may not substitute for one. However, RTI can provide additional systems of support for Els in areas such as assessment, screening, intervention, and monitoring, which, when combined can help improve instructional outcomes for ELs. (Brown & Sanford, 2011; Saenz, 2008).
- Math: If allowable in an ELs schedule, RTI math can be provided for all ELs regardless of time in the country
- Reading: If allowable in an EL's schedule, and so that it does NOT interfere with EL services, RTI reading can be provided to Els.
- Good Rule of Thumb: If the EL is a level 1 or 2 and/or has been in the country for less than three years, then the EL teacher should be providing the majority of services. If the student's schedule permits RTI and EL services, then the student should receive both.
- RTI and EL teachers should develop a plan that is appropriate for individual students.

The following guidance document has been developed by the Ohio Department of Education to assist the instruction of English language learners who do not make expected academic progress in school and who may benefit from individualized, intensive intervention services. The following document/checklist covers the area of EL engagement with quality literacy instruction delivered within the school environment.

Multi-Tiered Systems of Support Literacy/Reading Instruction for English Language Learners

Special Education and EL Students

If a student is not making progress in school, and EL experts have ruled out language as holding a student back, the school will contact the parent(s)/guardian(s) to attend a meeting to determine if their child needs intervention and/or possibly to be evaluated for Special Education services.

When a student is assessed and it is determined that the student has a disability and the student requires specialized instruction to further help the progress they make in school, then an Individualized Education Plan (IEP) will be written and put into place after parental consent. An EL student then has dual titles and the EL teacher and Special Education teacher will need to work together to determine appropriate language support.

Key Points:

- LEAs must identify, locate, and evaluate ELs with disabilities in a timely manner.
- Disability evaluations may not be delayed because of a student's limited English language proficiency (ELP) or the student's participation in a language instruction educational program (LIEP).

- LEAs must consider the English language proficiency of ELs with disabilities in determining appropriate assessments and other evaluation materials.
- LEAs must provide and administer special education evaluations in the child's native language, unless it is clearly not feasible to do so, to ensure that a student's language needs can be distinguished from a student's disability-related needs.
- LEAs must not identify or determine that EL students are students with disabilities because of their limited English language proficiency.
    - In Southwest Licking, the evaluation team's eligibility determination takes into consideration the following factors:
        - The determining factor for the child's poor performance is not due to a lack of appropriate instruction in reading or math or the child's limited English proficiency.
        - For the preschool-age child, the determining factor for the child's poor performance is not due to a lack of preschool pre-academics.
- LEAs must provide EL students with disabilities with both the language assistance and disability-related services they are entitled to under federal law.

After it has been decided that dual titles are appropriate, an IEP will be written for the EL. In developing an IEP for a student with limited English proficiency, the IEP Team must consider the student's level of ELP; this includes both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). BICs refer to language needed for social interactions, whereas CALP refers to the formal academic language. The IEP Team may find it helpful to ask the following framing questions:

Source: Tools and Resources for Addressing English Learners with Disabilities at:
Tools for Addressing ELs with Disabilities

The following guidance documents have been developed by the Ohio Department of Education to assist the identification and instruction of English language learners who do not make expected academic progress in school and who may benefit from individualized, intensive intervention services provided through The Individuals with Disabilities Education Act (2004).

1. EL Guidelines for Referral and Identification
2. Multi-Tiered Systems of Support Literacy/Reading Instruction for English Learners

Gifted Education and EL Students

In the fall, EL students and all students in grades 2 and 5, participate in cognitive ability testing to identify students who may be gifted learners. Students in grades 1 - 8 are identified using the MAP and STAR assessments in the areas of math and reading. If a child scores in the 95th percentile or higher on any state-approved test for identification, a letter is sent home informing families of the child's gifted identification. The family of any student identified as gifted will receive a letter in August notifying the family if the child will or will not receive services for the upcoming school year. If a parent or guardian believes a child is gifted, he or she should contact the coordinator of gifted services for information about requesting an evaluation during the spring or fall testing windows.

New to English Learners

This section is intended to support those who are new and/or unfamiliar with working with EL students/families. If you are a classroom teacher, building or district administrator, or administrative assistant with limited experience with the EL program, there are a variety of resources available to help you meet the needs of our ELs, both within the Southwest

Licking Local School District and the Greater Columbus community. Please call or email the EL Department with any questions or concerns.

Definitions for Immigrant, Refugee and Migrant

Not only do our EL students come from diverse cultural backgrounds, but some have come to our country in many different ways. The chart below defines the terminology used to explain the multiple paths that lead them to America:

	Immigrant	Refugee	Migrant
Definition	An immigrant is someone from a foreign country who relocates to live in another country. They may or may not be citizens.	Refugees move out of fear or necessity. For example, to flee persecution, or because their homes have been destroyed in a natural disaster.	Migrant workers (and their families) move from one place to another within a country or across borders.
Legal Status	Immigrants are subject to the laws of their adopted country. They may only come if they have work or a place to live.	Defined by United Nations	Migrants are subject to the laws of their adopted country. They may only come if they have work or a place to live (this varies).
Reason for relocation	Immigrants are usually driven by economic factors, they want to be close to family, or they have been adopted.	Refugees are forced to relocate for reasons such as fear of persecution due to war, religion, or political opinion.	Indistinct relocation from one place to another. Possible reasons may include: work, family, or other economic factors
Resettlement	Immigrants can usually find a home in their new country.	From a refugee camp to a third country. Usually cannot return to one's own country.	To "emigrate" means to leave one country or region to settle in another.

Issues Related to EL Refugee / Displaced Students

Refugee and displaced students may have faced:

- long interruptions in education
- shortage of adequate teachers
- family disruption, loss of family members
- health and food problems in refugee camps

These students may display symptoms of Posttraumatic Stress Disorder (PTSD), which may include:

- being extremely emotional
- hyperactivity, ADHD
- confusing fantasy with reality
- high dependency
- low self-esteem
- poor concentration, and/or attention deficit
- poor memory
- sleep problems, nightmares
- inability to make friends
- violent tendencies
- viewing violence as a way to solve problems

Guidance for Southwest Licking Staff Members

Interpretation vs. Translation

Districts are required to provide information in an understandable and uniform format and, to the extent practicable, in a language that the parent(s) can understand. Parents and guardians indicate their language preference on the Language Usage Survey. Should a parent or guardian need interpretation or translation services, the district must provide them.

Interpretation involves the immediate communication of meaning from one language (the source language) into another (the target language). An interpreter conveys meaning orally, while a translator conveys meaning from written text to written text. As a result, interpretation requires skills different from those needed for translation.

Interpretation Requests

Should you need assistance from an interpreter or need something translated, please reach out to the EL Department or your EL teachers. We currently provide the following services:

- In-person translators are available upon request with required documentation.
- ASIST is the company we work most often with to hire interpreters.
- ASIST provides a phone translation service, which is an extension to the interpretation
- ASIST phone translation services can be used:
    - to call home with an emergency
    - to call home about behavior (within 24 hours)
    - to call home to schedule a meeting or conference time
    - to call home about forms that need to be filled out
- This should NOT be used in place of face-to-face meetings that last longer than a couple of minutes or so.
- Some documents and letters have already been translated and are available via the EL department (consult with the EL teachers prior to making a request).
- For interpretation services, please contact someone from the EL department, unless there is an emergency.

For Administrative Assistants - Enrolling Students and Enrollment Process

The enrollment process can be challenging for our EL students and there are several things administrative assistants should know:

- Parents and guardians of all students who enroll should fill out the Language Usage Survey (LUS). If a parent or guardian answers anything other than English on questions 2, 3, or 4, please forward the LUS along to the EL department as soon as possible. The EL department will screen potential ELs using the Ohio English Language Assessment Screener (OELPS).
- Students who are identified as being English Learners outside of the state of Ohio may have assessments indicating this. In Ohio, we can accept results from other states. If you see results in the records sent from a previous school, please forward them along to the EL department immediately.
- If students are coming from other districts in Ohio, please look for OTELA, OELPA, or OELPS results. If you see results in the records sent from a previous school, please forward them along to the EL department.
- Examples of compliance issues in the areas of EL student identification and assessment include when school districts fail to:
    - use the Language Usage Survey for all enrolled students.
    - appropriately screen and or identify any potential EL student
    - test the English language proficiency of all EL students

- assess incoming students in a timely fashion and as a result, delay their access to services
- assess the proficiency of EL students using the OELPS

When parents or guardians enroll their children at Southwest Licking Local School District, they do so online. One section of the enrollment form contains the Language Usage Survey (LUS), a questionnaire that helps districts and schools identify which students are potential ELs and who will require assessment of their English language proficiency (ELP) to determine whether they are eligible for language assistance services.

It is important to note:

- Schools cannot ask you for your social security card or social security number at the time of or as a condition of enrollment.
- Schools cannot ask about immigration status at the time of or as a condition of enrollment
- There are many different ways to show residency. Schools must give you choices and cannot only ask for a lease or a deed.
- A student can be enrolled in school without a birth certificate.
- Youth may enroll in school under certain circumstances even if they are not living with their parents
- Children and youth in temporary housing can enroll in school without the documents normally needed to enroll. Children and youth are temporarily housed or homeless if they lack a fixed, regular, and adequate nighttime residence which includes, for example: – living in a shelter or, – sharing the home of a relative or a friend because they lost their home or were evicted.

The enrollment process follows the following order:

1. Documents are collected and photocopied:
    a. Custody documents (if applicable)
    b. Original or Certified Copy of Birth Certificate or Passport
    c. Proof of Residency (settlement statement, mortgage statement, signed lease, current electric or gas bill, a letter from the landlord, or a Friends and Family Affidavit)
    d. Parent Photo I.D.
    e. Immunization records
    f. Special Education (IEP, MFE, 504, etc.)
2. Students are assigned to a school based on their grade level.
3. Parents/guardians sign a record release request, which is sent to their previous school. If the family comes from outside the country, we request that the academic records be brought with them.
4. All enrollment information is sent to the appropriate school, technology department, data specialist, transportation, and EL specialists.
5. Building administrative assistants and/or counselors notify the EL administrative assistant (district office) and the EL teacher of any OTELA/OELPA scores sent from the previous school. If the student is moving into SWL from another country, assessment arrangements are made by the EL administrative assistant with the counselor/teacher at the building. The EL specialist reviews/seeks previous school records to determine the EL status of the student. If the student is moving in from another country or previous records are not received in a timely manner, the EL Specialist will screen the student using the OELPS.
6. After the student is evaluated (or previous EL status is obtained) a determination is made as to whether or not they qualify for EL services. A parent notification letter is sent home and the parent/guardian may accept or decline enrollment in the EL Program. Parents cannot refuse services, the student is still entitled to additional support and accommodations including placement in a general education classroom with an EL cluster to provide support to students and teachers.
7. 'Notification of Status' is sent to the district office (EMIS coordinator) by the EL teacher. Data is then entered into EMIS.

For Administrators

When an EL student enrolls and is placed in your building, this information will be communicated to your building administrative assistant and counselor. At that time, the administrative assistant will also communicate with the EL teacher in the building and let them know when previous school records arrive. If needed, the EL teacher will reach out to arrange a time to assess the student (please read above for more detailed information on the enrollment process).

- There are different ways to look up whether or not a student falls under EL status. One way would be to review the student's final forms folder. The OELPS results, most recent OELPA, or previous school EL records will have the English language proficiency level and status inside the purple folder. Another way to look up EL status is through the EL Caseload, shared via Google Sheets.
- The EL teachers have an additional EL CUM folder. These purple folders contain legal documents (consent/refusal forms), assessment data, and other data that should be used to inform instruction.
- Should anyone in your building need an interpreter, they should make contact with the building EL teacher. Interpreters can be hired for face-to-face meetings and three-way phone calls. If you have any further questions about these services, please reach out to the EL teacher.
- The school website can be translated for parents using the Google Translate feature.

EL Teacher Job Description

Currently, EL Teachers use the same job description for all teachers:

- Training Qualifications
    - Bachelor's Degree in the teaching field
    - TESOL Certified by the Ohio Department of Education
    - Such alternatives to the above qualifications as the Board may find appropriate and acceptable

Additional information can be found at Qualification for Teachers of ELs

International Transcripts

Guidance counselors need to evaluate international transcripts.

- If needed, have the documents translated
- Helpful tips
    - Check the structure of the school (number of years in elementary, secondary, etc)
        - Some places do not have kindergarten, this adjusts the placement of the student
        - Not all high schools are four years
    - Check the local grading scale (Even if A-F is used, percentages may differ.)

Annual Orientation for EL Families

Each building is responsible for holding an annual orientation for EL families. During this meeting, parents will receive information about school events and services. Training will be offered so that parents and families are able to navigate the school's grading systems, and district website, how to contact school staff, and request translators/interpreters.

For Classroom Teachers

Please be sure an interpreter is available for the parent if the service is needed or has been requested.

Using an Interpreter

- Be sure you speak slowly and give them time to process your information so they can relay the information to the parents or guardians. Also, say a little information at a time. Take breaks often so the interpreter can include all the information you have given.
- It is also important to know that you can communicate directly when speaking to the parents/guardians It is a natural reaction to make eye contact with the person you are speaking to. However, the parent is there to talk to you about their child and it could be seen as disrespectful if you address all conversations with the interpreter.
- If you are worried something may have been misinterpreted, write out the statement so as to be sure you are not misunderstood.

Successful Parent / Teacher Conferences with Parents of English Learners

- In parent-teacher conferences, visual aids are a key ingredient. Student work samples should be used if possible.
- Increase the parents' and guardians' regard for the child and their culture. Also, mention some positive ways the child's behavior or culture has impacted the others in the class.
- Tell parents and guardians your expectations for English Learners (ELs) and explain what kind of services their child is receiving. The educational system can be unfamiliar to parents and information can be misinterpreted. It is important to clarify any questions a parent may have. Share ideas and resources with parents that benefit students and families.
- Express the positive aspects of a student's development and learning before bringing up any negative news. Parents may mistakenly feel their child has shamed the family and needs severe punishment.

Tips for Working with EL Students

Keep in mind that all of these tips should not be implemented at once. Try one or two new items with each lesson and continue to practice them as you move forward.

- Know the students' English proficiency level (as determined by OELPA)
- Provide **Comprehensible Input**; What the teacher gives the students. In order for the **input** (information being delivered to students) to be considered comprehensible, the student needs to understand what is being said and/or given.
- Use shorter sentences
- Enunciate clearly
- Talk slower, but refrain from shouting
- Control the vocabulary that is being introduced. Use it meaningfully and repeat it as much as possible during lectures and instruction. The more ELs hear the words in context the sooner they will learn it.
- Avoid idioms (phrases that cannot be literally understood), or explain them when you do
- Repeat the material being introduced and simplify language to ensure comprehension
- Pause frequently to allow translations to occur, time to process, or check for comprehension
- Allow extra wait time for students to process what is being said in their language

- Use many methods (respecting the multiple intelligences of different learners) to get information across)
- Provide visual support to content material
- Provide hands-on activities to cement content
- Introduce and explicitly teach the use of graphic organizers
- Use gestures, actions, eye contact, and body language
- Write down what is being said as it is being said. Some students are better readers and listening can sometimes be challenging.
- Modify texts by adding visuals and eliminating unnecessary words
- Modify content by supplementing with pictures or lower reading-level material
- Encourage students to learn from each other
- Use pairs or buddies with an English-speaking peer
- Encourage talking! Language cannot be built without communication
- Focus on meaning rather than grammar
- Allow the use of word-to-word dictionaries to help in understanding important vocabulary and concepts

Instructional Strategies and Suggestions

Pre-functional and Beginning Level Students

- When speaking in class, speak clearly in natural conversational tones. The EL students will feel more comfortable if they can see the face of the speaker, so try to face the class when speaking.
- It may be necessary to give more information in more detail for an EL student than for a native speaker If you use a variety of ways to communicate, including rewording what you want to say, drawing sketches, using gestures and pantomime, and writing important words on the board, chances are you will be understood. Try to overcome any personal anxiety you might feel about not being understood.
- Make a list of activities that you expect the EL student to complete in a specified period of time. Restrict the content, but make up a variety of activities (listening, speaking, reading, and writing) concerning the same content material. You might want to include reading exercises; watching filmstrips or TV shows; drawing graphs, charts, or pictures; vocabulary exercises; and interpreting visual materials. Both the length of time and the number of activities should be limited at the beginning but can be increased as the student's fluency and academic skills develop.
- Find out from a simple oral quiz (or from the EL staff) the kinds of questions the EL student understands and make up simple questions for use in oral and written exercises related to the content. Make sure that the student has an opportunity to learn any specific vocabulary related to the exercise. Limit the vocabulary.

Intermediate and Trial Mainstream Students

- Match language skills with valid assignments. When possible, give the student a task, which will accelerate his/her language learning and acculturation, rather than simply maintain the present levels. Take care not to frustrate the student with tasks too difficult for his/her level of fluency.
- Locate and use reading material on the student's reading level. Or simplify reading on a related subject with a lower reading level for your EL student.
- Assign students short, simple passages to study.
- Test the student orally by having him/her explain the main ideas in his/her own words or try the cloze method (fill in the blanks) in a written exercise.

- On occasion, you might want the student to memorize some material. Ask the EL teacher how to devise drills and test items from a passage the student has memorized.
- Prepare lessons in the use of research methods: how to use the textbook, including utilizing headings, boldface print, the glossary, the index, etc. Consider these as language and skill assignments for the EL student until he/she is fluent enough to be accountable for the content.
- Plan lessons with your class where the message of the lesson is transmitted nonverbally, (charts, pictures, films with nonverbal soundtracks, music, dance, cooking, crafts, might be used). You might like to coordinate this effort with teachers from other disciplines.
- Understand that it will typically take at least two years for an English Language Learner to start competing academically with his/her English-speaking peers. Adjust your expectations as deviations occur due to individual differences or other reasons causing slower or more rapid language skill development and academic growth.

Modifying Curriculum

Classroom teachers are responsible for differentiating and/or modifying content to make it more comprehensible to EL students. If a teacher is uncertain how best to modify for EL students, he/she may begin by consulting with the EL teacher in the building.

Correcting and Commenting on Written Work

In content areas, grade the ELs knowledge of the content, not on his/her level of expression.

Do not correct all the errors on an EL student's writing paper. Students cannot learn from overkill. Sometimes it's preferable to focus on a few areas that need improvement, such as the verb tense and punctuation.

Report Cards

- Write easy-to-understand, specific comments to the parents. For example, "could do better" may have little meaning to parents who are unfamiliar with the curriculum or academic content standards.
- Be positive and mention accomplishments
- Describe what the student does in class
- Acknowledge effort and courage
- Provide clear and constructive feedback that is culturally sensitive

Considerations for Grading English Learners

- Beginners may be exempt from assignments they are unable to participate in.
- Use comments to explain progress to parents. Use clear language and give details.
- Be positive in comments and emphasize progress and effort.
- Grades earned with accommodations are valid grades.
- Give students many ways to show what they know.
- For newcomers who are older, or lack formal education, progress should be based on modified standards. For example, an 8th grader who needs to learn the alphabet, learn basic math facts, etc. may be held accountable for modified standards.
- Never fail an EL due to their language proficiency.
- Never retain an EL in a grade solely based on their language proficiency.

Emergent Students

A student is given a passing grade if he or she performs the following tasks:

- is prepared for class with needed materials
- tries all the work assigned to him or her
- uses reference materials (math dictionary, picture dictionary, vocabulary sheets, word walls, and/or bilingual dictionary)
- attempts as much of an assignment as he or she can
- completes portions of modified work
- is attentive during instruction/ group work
- copies notes when necessary
- communicates needs and feelings verbally or nonverbally

A student is given a failing grade (F) if he or she generally does not perform the above tasks.

Progressing Students

A student is given standard grades for modified work.

- Examples of modifications may include assessments read aloud, extended time, language modifications, word banks, reducing problems or steps because of linguistic complexity, drawing pictures, completing graphic organizers, etc.
- modifications should be a collaboration between the ELL and subject-area teacher
- Individual grades can be added for class participation, note-taking, and the use of references to better reflect classroom effort in a student's final grade.

Trial Mainstream

A student is given standard grades for work that is most comparable to his or her peers.

- Homework/classwork assignments may be modified
- A student should be given 1 ½ time to complete their tests.

Note: According to the Civil Rights Act of 1964, English Learners cannot receive a grade of R, D, or F due to a lack of language proficiency, nor can they be retained for failure to demonstrate basic skills in English.

Recommended Supports Include (but are not limited to)

Classroom Environment	*Instructional Supports*	*Materials*
Assign preferential seating	Simplify language (directions/content)	Use pictures, objects, & manipulatives
Simplify directions using distinct steps	Pre-teach essential vocabulary	Highlight keywords and concepts
Post and refer to content objectives	Provide explicit vocabulary instruction	Provide examples and models
Post and refer to language objectives	Use engaging, multi-modal activities	Allow dictionary use
Assign peer, tutor, or model	Model expectations and skills	Native language support (when possible and applicable)
Allow use of native language in class	Support in native language (when possible and applicable)	Use graphic organizers
Give immediate praise/feedback	Teach study skills	Share transcripts and show subtitles
Check often for understanding/review	Help to build background knowledge	Provide notes
	Provide cues and redirection	Teach note-taking skills

Assignments	*Assessments*	*Grading*
Simplify language & directions	Allow extra time	Grade on individual progress
Adjust reading level materials	Modify course objectives/outcome	Grade on modified assignments
Provide extra examples/models	Modify format/length	Grade on modified assessments
Give oral prompts/cues	Read tests aloud	Modify course objectives
Allow to list ideas (not write paragraphs)	Allow students to answer orally	Modify grading system (See ELL teacher)
Provide sentence starters	Provide word bank	
Modify format/length	Allow open book/note tests	
	Allow using dictionary	

Suggestions to Parents from Teachers

Ask parents to do the following:

- read to their child in the native language
- continue to use the native language at home to teach life skills and concepts to their children
- discuss events and news with them in their language maintain their contacts with relatives and events in their native country
- help with the homework if possible
- ask their child for a recap of new things learned each day

- ask parents if they have access to children's books in their native language
- help them understand how to get a public library card;
- Share information to promote after-school activities
- mention one or two good TV programs and the public TV channels, but suggest to parents that they limit TV watching;

IMPORTANT: It is ***not*** helpful to suggest to parents that they speak English to their children at home. This could undermine the quality of conversation and teaching of values that the parents can do best in their native language. The goal should be to have the child become bilingual, not to lose his native language by giving it up at home.

For EL Teachers

Parent Resources

- Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs (Jan. 2015) English EL Fact Sheet

- Other languages:
- Translations: Arabic PDF (216.11K), Cambodian PDF (541K), Chinese simplified PDF (605K) and traditional PDF (629K), Hmong PDF (372K), Korean PDF (396K), Laotian PDF (650K), Spanish PDF (271K), Russian PDF (689K), Tagalog PDF (437K), Vietnamese PDF (660K)

- Information for Limited English Proficient Parents and for Schools and School Districts that Communicate with Them (Jan. 2015) EL Parent Fact sheet (547K)

- Translations: Arabic PDF (150.22K), Cambodian PDF (116K), Chinese simplified PDF (559K) and traditional PDF (576K), Hmong PDF (439K), Korean PDF (343K), Laotian PDF (484K), Russian PDF (573K), Spanish PDF (194K), Tagalog PDF (427K), Vietnamese PDF (547K)

- Pamphlet, Provision of an Equal Education Opportunity to Limited-English Proficient Students (Aug. 2000)

- Resources Available in Other Languages

State and District Guidelines for Testing ELs

State Tests

EL Student Participation in Ohio State Tests

- English Learners are entitled to accommodations including a word-to-word dictionary and extended time.
- Accommodations including Spanish language versions or the use of an interpreter/translator may also be provided (not for ELA) in accordance with the state's accessibility manual
- Students may be entitled to additional accommodations as outlined in Ohio's Accessibility Manual

EL Student Participation in Ohio English Language Proficiency Assessment (OELPA)

- EL The OELPA is our state assessment for English Language Proficiency. Students listed as EL are required to take this test each year
- Accommodations for the OELPA are outlined in the OELPA Accessibility Manual Dec. 2018
- Students with an IEP or 504 Plan may be entitled to one or more domain exemptions on the OELPA. Domain exemptions are rare and are only awarded when a student is unable to "access" a particular domain. Additional information can be found at Domain Exemptions
- If a student is entitled to a domain exemption it must be listed on the assessment page of the student's IEP or 504 Plan

Questions Regarding Testing

See the EL Coordinator or administrator in your building

Glossary of EL Terms

BICS	Basic interpersonal communication skills (oral skills that develop first)
BOE	Board of Education
CALP	Cognitive Academic Language Proficiency (academic skills that take longer)
Castañeda v. Pickard (1981)	Castañeda requires programs that educate children with limited English proficiency to be based on a sound educational theory; adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and periodically evaluated and, if necessary, revised.
CRP	Culturally Responsive Practice
Comprehensible Input	**Comprehensible Input** is what the teacher gives the students; in order for the **input** to be considered **comprehensible**, the student needs to understand what is being said and/or given.
EL	English Learner
EFL	English as a foreign language
ELL	English Language Learners
ELP	English Language Proficiency
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
IEP	Individualized Education Plan
L1	First or native language
L2	Second or additional language
LEP	Limited English Proficiency
NEP	Non-English Proficiency
NES	Non-English Speaker
OELPA	Ohio English Language Proficiency Assessment
OELPS	Ohio English Language Proficiency Screener
SIOP	Sheltered Instruction Observation Protocol
SLA	Second Language Acquisition
TESOL	Teaching English to Speakers of Other Languages