

English Language Learner Program Handbook



2026-2027

DISTRICT VISION FOR ALL STUDENTS

The Westlake City School District will provide a dynamic, student-centered, 21st Century learning environment. Our district will be characterized by high achievement, actively engaged learners, mutual respect, shared knowledge, the pursuit of new skills and capabilities, collaborative learning, willingness to take action, a team commitment to data-driven continuous improvement, and tangible results.

DISTRICT MISSION FOR ALL STUDENTS

WE EDUCATE FOR EXCELLENCE...

Empowering all students to achieve their educational goals,
to direct their lives and to contribute to society.

BACKGROUND

The Westlake City School District, with approximately 3,300 students in preschool through twelfth grade enrolled in the 2025-2026 school year, has an increasing number of English Learners enrolling each year. Students in the District are ethnically diverse: 76.7% Caucasian, 6.7% Asian/Pacific Islander, 7.6% Hispanic, 2.2% African American and 6.9% Multiracial.

The District currently serves approximately 130 multilingual students, often referred to as English Learners (ELs) in grades K-12. The English Learner student population is diverse, representing various countries and speaking more than 10 different languages.

The school district recognized the unique linguistic, cultural and academic needs of English learners and implemented a program in 2007. The District remains committed to providing interventions and support services to help develop speaking and language skills. This allows students to achieve within the District's curriculum which is aligned to the state's educational standards.

This handbook outlines District procedures utilized during the registration process, screening, identification, support services, and exit criteria. This handbook establishes guidelines that are consistent and appropriate for English Learners and provides a basis for communication among staff and with parents.

PHILOSOPHY

English Learners have the same rights, privileges, and responsibilities as other students in the Westlake City School District. The purposes of the English Learner Program are to (1) help English Learners overcome linguistic, cultural, and academic difficulties in order to achieve success; (2) assure that all English Learners receive an equal educational

opportunity; (3) continue to develop ongoing opportunities to collaborate with general education teachers and administrators to support the unique needs of our English Learners; and (4) advocate for parental and community involvement.

As stated by the U.S. Department of Education, "All children in the United States are entitled to a basic public elementary and secondary education regardless of their actual or perceived race, color, national origin, citizenship, immigration status, or the status of their parents/guardians"

PROGRAM GOALS

These goals have been created to ensure alignment to State and Federal guidelines of an EL program.

- We will acquire and maintain a highly-qualified staff.
- We will utilize best practices, including sheltered instruction and co-teaching, to create a program that will meet the needs of the English Learners. Programming will be tailored to each student's needs and take into account any special circumstances such as Individualized Education Plans or Written Education Plans.
- We will accurately identify, place and provide services to prepare English Learners for career or college pathways.
- We will monitor support services throughout the school year to evaluate the progress towards English language proficiency in order to meet the exit criteria.
- In an effort to meet the legislation changes established in the Every Student Succeeds Act (ESSA), effective December 2015, which replaced the No Child Left Behind Act (NCLB), we will refine school and district practices with regard to identifying and supporting English Learners.
- Per ESSA, we will promote and develop support strategies to increase parent, family, and community engagement in the education of English Learners. We will actively work to communicate with parents and families in their native language in both written and speech communications.
- Per ESSA, we will assure English Learners will have equitable access to high quality teachers and outstanding learning opportunities. English Learners will be immersed in the general education classroom to the fullest extent possible.
- We will conduct ongoing analysis to evaluate the effectiveness of the current service delivery model and the success of the ELL Program. We will utilize multiple data points in order to evaluate the effectiveness of the ELL program. These will include surveys completed by students, parents, and teachers; accountability data from our annual State Report Card; annual OELPA (Ohio Test for English Language

Acquisition) results; curriculum-based/criterion-referenced progress monitoring tools (e.g., Woodcock-Munoz Language Survey) that are sensitive to the acquisition of literacy skills.

STATE AND LOCAL POLICIES

The U.S. Department of Education and the Ohio Department of Education have identified steps for educating English Learners. Every student who enrolls in the District is required to have a Language Usage Survey submitted and on file. If a parent or guardian indicates a language other than English is spoken at home, the District will review academic records, conduct parent interviews, and/or administer an English proficiency assessment to determine the listening, speaking, reading, and writing skills of each student referred during the screening process. The assessment is conducted by a qualified professional trained in the administration of the assessment instrument. Any student who achieves a score lower than the eligibility cutoff score will be identified as English Learner. For a more detailed explanation of our identification process, please refer to [Identify and Assess](#)).

DEFINITION: ENGLISH LEARNER

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

1. Age 3 through 21;
2. Enrolled or preparing to enroll in an elementary school or secondary school;
3. Meets one of the following criteria:
 1. Was not born in the United States or whose native language is a language other than English;
 2. Is a Native American or Alaska Native or a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 3. 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
4. Has difficulties in speaking, reading, writing or understanding the English language that may be sufficient to deny the individual:
 1. The ability to meet the challenging state academic standards;
 2. The ability to successfully achieve in classrooms where the language of instruction is English; or
 3. The opportunity to participate fully in society. [See ESSA 8101(20)]

Components of the WCSD ELL Program

The WCSD ELL Program has been developed to ensure a thorough, proactive, wrap-around approach to support our learners. The components of this handbook, listed and linked below, detail the WCSD ELL program in its entirety. These components will detail specific information related to the ELL program and address the responsibilities of a sound EL program.

Shortcuts to Each Section

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Identify and Assess/Opt-Outs

WCSD is committed to identifying and assessing English Learners (ELs) in need of

language assistance in a timely, valid, and reliable manner.

As part of welcoming all new students and their families, Ohio's Language Usage Survey must be completed for every new student to support communication with the family and to identify potential English learners. In accordance with Ohio guidelines, WCSD will identify students who are English learners **within 30 days of the student's enrollment**. [Ohio defines enrollment](#) as the date on which the school has both received documentation of enrollment and the student has commenced participation in learning opportunities.

Identification: Ohio uses a two-step identification process

1. *Language Usage Survey:* Every student who enrolls in the District is required to have a Language Usage Survey submitted and on file. This is given to all parents through the Registration Gateway.

Information provided by families on the Language Usage Survey informs the District about whether to proceed with the identification process.

Families who indicate a language other than English in response to questions #2 or #3 automatically prompt a formal screening. If the response to question #4 includes a language other than English, a ELL Program staff member will review the student's records and contact the parent or guardian to learn more about the student's educational history and experiences learning language. After a supplementary interview, the staff member may recommend the formal screening.

Note: Should a parent not list another language on their Language Usage survey yet there is evidence of another language spoken at home, a staff member will contact the parent/guardian to submit a second Language Usage Survey. After receiving the revised survey, the ELL teacher will evaluate for possible identification.

2. *Ohio English Language Proficiency Screener:* Students whose first language is other than English and/or who mostly use a language other than English at home participate in the Ohio English Language Proficiency Screener (OELPS).

Students who earn an emergent or progressing proficiency level are identified as English Learners.

Grade Placement of Newly Enrolled English Learners (ELs)

Grade decisions are made based on the District's evaluation of the student's academic records, taking into account the student's age, education history, graduation path, transcripts (if applicable), and assessment results. Students learning English as a new language will be placed in a grade as close as possible to their age peers.

Parent Notification

The Department of Academic Services will send a letter explaining the District service

model, types of proficiency levels, and permission to participate or decline services.

- Parents are sent a Notice of Eligibility letters, copied to the building principal, within 30 calendar days.
 - If a parent refuses services, the refusal must be in writing. Note: Should a parent opt-out of services, the student is still required to take the state OELPA assessment.
 - If a parent refuses services, the District will still be in touch with the family annually to notify them of their student's proficiency level and to again offer services. Should the parent not engage with the District regarding services, permission for services will be assumed.
- If a student is not eligible for services, the parents will be sent a Does Not Qualify letter. A copy of the letter will be sent to the building principal.
 - If students were assessed for ESL services and did not qualify, classroom teachers, after 90 days of ineligibility, may refer a student for ESL service eligibility through the building Response to Intervention (RTI) team or through discussions with the building principals.

Staff Communication

Building principals will notify the appropriate general education teacher(s) should a student be eligible for services or if a parent has declined services. ESL teachers will review assessment data or educational records with staff as necessary.

Re-evaluation

Students who appear not to be transitioning successfully are referred for intervention and evaluated with the Woodcock-Munoz Language Survey. If the student's achievement does not improve with intervention and the WMLS indicates a low probability of success, compared to English-only peers, the student will be evaluated with the OELPS. The vast majority of students who exit the WCSD ESL program thrive in the general education environment.

Provide Language Assistance Programming

WCSD is committed to providing ELs with a language assistance program that is educationally sound and proven successful.

Individual Plan of Support

Students who have been identified as an English Learner, per the process listed above, will have a specific Plan of Support which is reviewed annually. A copy of the Plan will be placed in the student's permanent file and in their English Language Learner file located in the Board office.

The plan shall include the following information:

1. Basic demographic information, assigned building, assigned ELL Program teacher, and contact information for parents/guardians and translator (if applicable);

2. An effective date;
3. English Learner Classification
4. Type of Service - Consult, Collaborative Content Area Class, ELL class, and/or ELA for ELL class.
5. The four ELL domains will be listed in the plan (Listening, Speaking, Reading, and Writing);
 - a. Within each domain, student baseline data will indicate the starting level of the student and the goals in which the team has generated.
 - b. Proficiency goals will be listed that the team has agreed upon.
6. Benchmarking data such as the Measures of Academic Progress (MAP) assessment, EasyCBM, DIBELS, and Woodcock Munoz will be included in the plan.
7. Other district services the student receives will be listed such as speech, special education, gifted, and/or Title I (if applicable);
8. Each plan will have a section devoted to listing any accommodations or modifications necessary to help facilitate the success of the student. These might include, but are not limited to, classroom supports, use of Satisfactory/Unsatisfactory/Restricted on quarterly report cards, and state achievement test accommodations.
 - a. NOTE: The Restricted "R" letter grade indicates that the student receives a significantly modified curriculum. High school credit may not be awarded to students earning an "R" on their high school transcript. Please see WCSD's ["ELL Grading Policy and the Use of the Grade R"](#) document for further information.
9. The plan will list the staff involved in the monitoring and implementation of the plan.
10. The plan will be shared with staff via PowerSchool and is available to parents at their request.

English Learner Classifications

Based on OELPA scores and/or time in US Schools, all English Learners are classified as Newcomers, Intermediate learners, or Long Term English learners (LTELs).

- Newcomer
 - 1's or 2's in all domains of the OELPA/S and/or less than 360 days in US schools
- Intermediate
 - At least one 3 on the OELPA/S; less than 4 years in US schools
- Long Term English Learner (LTEL)
 - 4 or more years in US Schools

Reclassification: All ELs participate annually in the Ohio English Language Proficiency Assessment (OELPA). This assessment takes place in early spring determines whether a student remains eligible for EL support. Students who demonstrate proficiency are exited from the program.

Newcomers

A newcomer student is defined as an English learner who has attended US schools

fewer than 360 days and/or who has scored at the emergent level on the screener (OELPS) or annual language proficiency assessment (OELPA). Major program goals will focus on the acquisition of beginning English language skills, core academic skills, and acculturation to the U.S. school system. Students may require extensive support in order to develop their English language proficiency. In collaboration with all staff, all English learners will have access to on-grade level general education curriculum. For more information on newcomers including a more detailed description, service model, and WCSD's expectations for our newcomer, please click [here](#).

Types of Language Assistance Programming

WCSD offers the below language assistance programming, dependent on the needs of the student:

- Consult Support (includes PreK): The classroom teacher provides English Language instruction, and the ESL teacher regularly communicates with the classroom teacher to make sure that the student is making adequate language and academic progress; the ESL teacher provides as needed assistance e.g. pre-teaching/reteach vocabulary; supplementary materials like visuals, and progress monitoring.
- Collaborative Content Area Class: The ELL teacher is available in the classroom to support all students.
- ELL Class: Usually taught during specific school periods, ELL classes may focus on teaching formal English grammar, phonics, vocabulary, and natural communication activities.
- ELA for ELL: Taught by an ELL teacher with the certification to teach ELA, students are taught core ELA instruction in a sheltered environment.

Please see WCSD's Continuum of Service for K - 12 English Learner Students on the next page which summarizes the information in this section.

Continuum of Services for K – 12 English Learner Students			
School/Grade Band	ELL Program Determination	English Learner Plan	Service Delivery Model
WES: Grade K	<i>Newcomer</i>		

	1's or 2's in all domains of the OELPA/S <u>Intermediate</u> At least one 3 in OELPA/S	ELP with goals for each domain; suggested instructional supports; options for differentiation; and accommodations for state testing.	Newcomer English Learners are supported by pull-out ESL classes and/or in a co-teaching model. Services for all ELs (English Learners) are provided by classroom teachers with regular consultation with the (TESOL)Teacher of English to Speakers of Other Languages.
WES: Grade 1 - 4	<u>Newcomer:</u> 1's or 2's in all domains of the OELPA/S; and/or <360 days in US schools. <u>Intermediate</u> At least one 3 in OELPA/S; less than 4 years in US schools. <u>LTEL</u> 4 or more years in US schools		Newcomer ELs are supported in sheltered (i.e. EL only) or inclusion ELA classrooms; All ELs are supported by the classroom teachers in collaboration (co-teaching and/or pullout ESL classes) with the TESOL teacher. Gr. 3-4 LTEL (Long Term English Learners) are supported with targeted vocabulary, reading, and/or writing interventions provided by the TESOL teacher, general education teacher, and/or intervention specialist.
DIS & LBMS: Grade 5-8	<u>Newcomer:</u> 1's or 2's in all domains of the OELPA/S; and/or <360 days in US schools. <u>Intermediate</u> At least one 3 in OELPA/S; less than 4 years in US schools. <u>LTEL</u> 4 or more years in US schools		Newcomer ELs are supported in sheltered (i.e. ELs only) or inclusion ELA classrooms; All ELs are supported by the classroom teachers in collaboration (co-teaching and/or pullout ESL classes) with the TESOL teacher. LTEL (Long Term English Learners) are supported with targeted vocabulary, reading, and/or writing interventions provided by the TESOL teacher
WHS: Gr. 9-12	<u>Newcomer:</u> 1's or 2's in all domains of the OELPA/S; and/or <360 days in US schools. <u>Intermediate</u> At least one 3 in OELPA/S; less than 4 years in US schools. <u>LTEL</u> 4 or more years in US schools		Newcomer ELs are supported in sheltered (i.e. ELs only) or inclusion courses; All ELs are supported by the classroom teachers in collaboration (co-teaching and/or pullout ESL classes) with the TESOL teacher. Beginning and Intermediate ELs (including LTELs) are supported in ESL classes for elective credit. <i>and/or</i> Beginning and intermediate ELs (including LTELs)are supported in ELs only supported study time (SST).

Staff and Support Programming

The WCSD is committed to sufficiently staffing and supporting the language assistance programs for ELs.

The WCSD ELL department is composed of 7.5 TESOL teachers and added aide support on the Dover Campus and High School Campus. The District also staffs a 0.5 ELL Coordinator. The anticipated breakdown of the number of TESOL teachers with their caseload average by building for the 26-27 school year is below. Please note that Kindergarten numbers will be added in the Fall of 2026.

Grade Level 26-27	Anticipated Active	Campus Total	# of FTE's	FTE Ratio to Student
K		56	4	1:14
1	17			
2	15			
3	14			
4	10			
5	7	19	1.5	1:13
6	3			
7	4			
8	5			
9	6			
10	8	25	1.5	1:17
11	9			
12	2			
	100		7	

In addition to the full time TESOL teachers on our staff, WCSD has multiple staff members at each building who hold their TESOL licensure in addition to their general education license. ELL students are clustered, when possible, and assigned to these general education teachers so that support is being provided throughout the entirety of the school day.

Ensure Equal Opportunities/Avoid Unnecessary Segregation

The WCSD is committed to ensuring ELs 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.

The WCSD is committed to avoiding unnecessary segregation of ELs. Students will be mainstreamed within the general education classroom to the fullest extent possible.

ELs with Disabilities

WCSD is committed to ensuring that ELs 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.

It is understood that all K - 12 students, who are eligible for both special education and

ELL support services, will have a plan developed to meet their unique, individual needs. The TESOL teacher and Intervention Specialist will work in collaboration for the success of the student. The English Learner Plan and the IEP will explain the types of interventions required and provided each year.

Exit and Monitor

WCSD is committed to monitoring and evaluating ELs in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit ELs 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.

A student is reclassified (no longer identified as an English Learner) when the student has attained a performance level of Proficient on the OELPA (Ohio Test for English Language Acquisition). The Proficient performance level is defined as performance levels of 4s and 5s in any combination across all four tests: Listening, Reading, Writing, and Speaking.

The district monitors former ELs for two years after the students are exited from the program

Evaluate Program Effectiveness

WCSD is committed to annually evaluating the effectiveness of the District's EL Program. Spring OELPA data will be analyzed each Spring with The Department of Academic Services, ELL Coordinator, and ELL Department to determine effectiveness of the program, possible adjustments needed to the program, and to plan for the upcoming school year.

Ensure Meaningful Communication

The WCSD is committed to ensuring meaningful communication with families of ELs. To the fullest extent possible, district documents including OELPA score reports, permission to serve forms, discipline forms, handbook forms, registration forms, free and reduced lunch forms, and others will be translated and available to parents in their preferred language. Telephone translating services are available district wide to all staff members to utilize to communicate with parents. ParentSquare is also available for staff and parents to communicate in the parent's preferred language. Communication needs will continue to be monitored and adjustments made throughout each school year to ensure effective and meaningful communication between school and home.

Appendix A: Legal References

The following mandates and policies are the rationale and structure for our English as a Second Language program and service model.

Federal Policies

- Federal Definition of an English Learner: An English Learner (EL) is a student:
 - who is aged 3-21;
 - who is enrolled or preparing to enroll in an elementary or secondary school;

- who was not born in the United States OR whose native language is a language other than English; and
- where difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 - the ability in meeting 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.
- Constitution of the United States, 14th Amendment –..."no State shall...deny to any person within its jurisdiction the equal protection of the law."
- Title VI of the Civil Rights Act of 1964 — "...no person in the United States shall, on the ground of race, color, or national origin...be denied the benefits of, or be subjected to discrimination under any other program or activity receiving Federal financial assistance."
- Equal Education Opportunity Act: This civil rights statute prohibits states from denying equal educational opportunity to an individual on account of his or her race, color, sex or national origin. The statute specifically prohibits states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.
- Every Student Succeeds Act (ESSA): ESSA provides resources to state and school districts to establish, implement and sustain high-quality language instruction designed to ensure that English learners, including immigrant children and youth, develop the English language proficiency and content proficiency in Math and English, as measured against challenging academic standards. ESSA includes a number of new requirements for the education of English Learners (ELs), including standardized criteria for identifying EL students and inclusion of English proficiency as a measurement of school quality.

Supreme Court Rulings

- Lau v. Nichols (1974) -- The U.S. Supreme Court ruled that a school district's failure to provide English language instruction to LEP students denied them meaningful opportunity to participate in the district's educational program in violation of the Civil Rights Act of 1964; the Court further noted that equality of opportunity is afforded ESL students by providing them with the same facilities, textbooks, teachers and curriculum which non-ESL students receive.
- Castaneda v. Pickard (1981) – The court established a three-part test to evaluate the adequacy of a district's program for ELLs: 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?
- Plyler v. Doe (1982) -- The U.S. Supreme Court ruled that the Fourteenth

Amendment to the U.S. Constitution prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status. 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.

Appendix B: Glossary

- **Accommodations:** Adaptations to the delivery of instruction or the output expected from the student and used for ELs to reduce the demand for language proficiency, (e.g., accepting oral answers or one-word answers or providing notes instead of requiring the student to take notes). Accommodations do not change the instructional goals for the student.
- **Assessments:** Tools used to evaluate the English language proficiency. Assessments may be used to identify students who need EL support, (e.g. MAP and Woodcock Munoz Language Survey). Assessments may also be used to monitor progress in English language proficiency, (e.g., OELPA). Finally, assessments may be required by the state to evaluate a student's achievement of Ohio's academic content standards, (e.g., AIR).
- **BICS:** Basic Interpersonal Communication Skills refers to a student's social English language skills. Research indicates students may take 1-3 years to acquire functional social language skills, (Cummins, 1981).
- **CALPS:** Cognitive Academic Language Proficiency refers to the English language skills necessary to function successfully in an academic/school environment. Research indicates that it takes students seven or more years to acquire such academic language skills, (Cummins, 1981).
- **EL:** An English Learner is a student whose home language includes a language other than English and who has difficulty speaking, reading, writing or understanding the English language to the point where it impedes learning. (For a full definition, please see [ESSA 8101\(20\)](#)).
- **ELL Program** (formerly ESL Program): ELL is defined as a structured language acquisition program designed to instruct students in the English language domains (reading, writing, listening, and speaking) and to assist students with core academic content and vocabulary.
- **ELL Program Team:** The Westlake City School District utilizes a team approach to identify the best service model in order to ensure equitable access to core instruction with the appropriate support. The following staff members may be part of the team working with students: ELL Program teacher, classroom teacher, principal, school counselor, school psychologist, intervention specialist (as needed), Title I teacher (as needed)
- **ESL or ELL Class:** This is a year-long course offered to high school students for which they receive credit.
- **Exit** - Process by which an EL leaves the District program after demonstrating the ability to effectively participate in the standard education program.
- **Language Usage Survey:** This is a document completed by all parents registering students new to the district to determine if a language other than English is spoken in the home.

- **IEP:** This is an Individualized Education Plan prepared for students who require additional intervention services.
- **Immigrant children and youth as defined by Federal Guidelines (Title III):** Immigrant children and youth are those who (A) are aged 3 through 21; (B) were not born in any state; and (C) have not been attending one or more schools in any one or more states for more than for more than 3 full academic years (ESEA, as amended by the *No Child Left Behind Act of 2001* (NCLB), Section 3301[6])).
- **Inclusion:** ELs are placed in general education classrooms and receive additional support from an ELL teacher or assistant within the general education classroom.
- **LEP:** Limited English Proficient is the term used by the Federal Government to describe a student who receives service in English (reading, writing, listening, or speaking), as well as support in all content areas.
- **Native Language:** The primary or first language acquired by the student.
- **Newcomers:** For the purposes of this handbook, a “newcomer student” is defined as an English learner who has attended US schools fewer than 360 days and/or who has scored at the emergent level on the screener (OELPS) or annual language proficiency assessment (OELPA). Throughout our country's history, people from around the world have immigrated to the United States to start a new life, bringing their customs, religions, and languages with them.
- **Notification/Withdrawal Letter:** A letter in which parents are notified of their child's eligibility to receive EL services.
- **OELPA Proficiency Levels:** Emerging, Progressing, and Proficient.
- **Individual Plan of Support:** The Plan of Support is a written document that outlines required goals and accommodations for each EL student that address the Ohio standards. This document is not required by the State of Ohio; however, its creation is considered best practice.
- **Pull-out:** Students spend part of the day in a regular classroom, but are pulled out for a portion of the day to receive intensive small group or individual instruction.
- **Sheltered Instruction:** Sheltered instruction is an approach for teaching ESL by integrating language and content instruction.
- **SIFE:** Students with interrupted or inconsistent formal education; SIFEs typically earn emerging scores on the OELPS/OELPA and are at least two grade levels below their same-aged peers.
- **Translators/Interpreters:** Individuals who supply support services during testing or, if needed, communication with families of ELs. Translation

means written language, and interpretation means oral language.

- **Title III Federal Funds:** Title III is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). The purpose of Title III is to help ensure that English learners (ELs) attain English language proficiency and meet state academic standards. Federal funding is provided through various grant programs to assist state education agencies (SEAs) and local education agencies (LEAs) in accomplishing this.
- **Woodcock Munoz III:** Woodcock Munoz is an assessment tool used to identify and monitor ELs.