# English Learner Program Manual

# Valley View Local School District

# 2026-2027

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**District Core Values**

Valley View is committed to educational excellence by demonstrating collaboration, inclusivity, responsibility, respect and resourcefulness.

**EL Program Vision**

The mission of our department is to facilitate instruction designed to support English Language Learners. Our district offers English as a Second Language, targeted instruction, parent collaboration, and professional development.

**EL Program Goals**

- Communicates a consistent, common goal with all stakeholders (program staff, mainstream teachers, administration, parents, community, school board)
- Utilizes all available resources to effectively communicate with all parents
- Ensures a safe learning environment
- Promotes inclusion and a positive culture towards the program
- Includes instruction that builds academic vocabulary
- Meets the needs of students through differentiation and varied assessments
- Utilizes best practices
- Helps students make connections across languages, classrooms, and subjects
- Prepares students to be successful after exiting EL services
- Facilitates awareness and pride in their native language and culture
- Builds confidence and self-esteem in order to be successful learners
- Includes native language curriculum and research-based interventions
- Encompasses comprehensible ESL curriculum
- Provides curriculum that is integrated with social studies and science
- Follows all state mandates, laws, and regulations
- Employs staff who are qualified and knowledgeable
- Consists of staff who are understanding, flexible, and supportive of the EL population
- Encourages cohesion among EL program staff
- Promotes collaboration between all stakeholders
- Encourages parent participation throughout all areas of their child's education
- Shares native language resources

## Definition of an EL

### US Department of Education Definition

**English learner** – The term "English learner," when used with respect to an individual, means an individual —
(A) who is aged 3 through 21;
(B) who is enrolled or preparing to enroll in an elementary school or secondary school;
(C)(i) who was not born in the United States or whose native language is a language other than English;
(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
(II) who 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
(iii) 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
(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
(i) the ability to meet the challenging State academic standards;
(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
(iii) the opportunity to participate fully in society.
(ESEA Section 8101(20))

**Definition of Terms**

| | |
|---|---|
| LEP | Limited English Proficient – an older term |
| ESL | English as a Second Language |
| ELL | English Language Learner |
| EL | English Learner – current term used by the US Department of Education and the Ohio Department of Education |
| LUS | Language Usage Survey – used to determine if another language is spoken in the home |
| OELPS | Ohio English Language Proficiency Screener |
| OELPA | Ohio English Language Proficiency Assessment |
| ELP | English Language Proficiency |
| ESSA | Every Student Succeeds Act |
| MAP | Measure of Academic Achievement |
| F & P | Fountas and Pinnell Benchmark Reading Assessment |
| AIR | State of Ohio Mandated Achievement Test |

**Identification of English Learners**

Ohio uses a two-part identification system. Click here for more information: http://education.ohio.gov/Topics/Other-Resources/English-Learners/Teaching-English-Language-Learners/Guidelines-for-Identifying-English-Learners

Part One – Language Usage Survey

The Language Usage Survey questions are embedded in the district enrollment form for all children. The first four questions are important for ELs.

| | |
|---|---|
| **Communication Preferences** Indicate your language preference so we can provide an interpreter or translated documents at no cost when you need them. All parents have the right to information about their child's education in a language they understand. | 1. In what language(s) would your family prefer to communicate with the school? _____ |
| **Language Background** Information about your child's language background helps us identify students who qualify for support to develop the language skills necessary for success in school. Testing may be necessary to determine if language supports are needed. | 2. What language did your child learn first? _____<br>3. What language does your child use the most at home? _____<br>4. What languages are used in your home? |

The LUS form is available in English, Arabic, Chinese, Creole French, Japanese, Nepali, Russian, Somali, Spanish, Swahili, Turkish, Twi, and Vietnamese. Valley View will utilize the program Vocalink to provide parents with documents in their native language.

The answer to question 1 will determine how families will be provided information in the language they request.

Copies and documentation will be kept in the district's records

The answers to Questions 2, 3, and 4 determine if a student should be considered for EL services. If a language other than English is given on these questions, the student is referred to the EL teacher.

Part Two - Screening

The EL teacher/coordinator determines if the student should be screened by using the OELPS.

**Ohio English Language Proficiency Screener (OELPS)**

OELPS is an online assessment designed to identify students who are not yet proficient in English. It is aligned to the English Language Proficiency Standards and uses the same platform as the OELPA. It is administered individually by the EL Teacher during the school day. There are three steps to the assessment, which assesses the four domains of listening, speaking, reading, and writing. Part of the assessment is scored by the teacher, and part is scored by the computer.

These two scores are combined to give a score in each domain – listening, speaking, reading and writing, as well as an overall score.

**Parent Notification Letter**

Parents are notified of the results of the OELPS, or of a review of the student's records. Samples of the parent letters are available on page 14 of this manual.

The letter will state if the student is identified as an English learner or if he or she didn't qualify.

Students who were English Learners in another Ohio district or another state will continue to be classified as EL in this district. A letter of consent is sent home.

The parents are notified within 30 days from the beginning of the school year, or within 14 days if a student enrolls during the school year.

**EL Folder**

The EL teacher will create an EL folder for each new student. Copies of the LUS, the OELPS score report, a copy of the parent notification letter, or evidence from other states is placed in this folder. The folder is kept in the cumulative file and follows the student as they move to other schools in the district. Results of district tests, samples of work, and formative assessments are added to the folder.

**English Language Proficiency Levels**

What a student can do at the end of each level.

| Level | Descriptor |
|---|---|
| 1 | Shows limited control of English when participating in grade-level activities. Conveys simple information, using simply constructed phrases and sentences with a limited range of vocabulary. |
| 2 | Shows emerging control of English when participating in grade-appropriate classroom activities. Conveys briefly sequenced and/or simply detailed information, using combinations of simple sentence structures and simple vocabulary |
| 3 | Shows developing control of English when participating in grade-appropriate classroom activities. Uses related paragraphs to convey related events, ideas, and/or opinions, using frequently occurring complex sentence structures and a developing vocabulary |
| 4 | Shows increasingly independent control of English when participating in grade-appropriate classroom activities. Conveys related events, ideas, and/or opinions, using multiple related paragraphs with increasingly complex descriptive sentence structures with a wider vocabulary |
| 5 | Shows independent control of English when participating in grade-appropriate classroom activities. Conveys a complex sequence of events, ideas, opinions. And/or steps in a process using a wide variety of sophisticated sentence structures and a wide vocabulary |

Note: English does not always develop uniformly. It is not unusual for a student to be at different levels in different domains. For example, Student A may be at level 3 in speaking and listening, but may be at level 2 for reading and writing. Student B may be level 3 for speaking, level 4 for listening, level 3 for reading and level 2 for writing.

**Three Performance Levels**

OELPA results are given as a level in each domain – listening, speaking, reading and writing. However, overall results are expressed in three performance levels: emerging, progressing, and proficient

Emerging – "Emerging" students received a combination of 1s and 2s on the domains.

Progressing – "Progressing" students received a combination of scores that do not fit into the "Emerging or Proficient" levels

Proficient – "Proficient" students received a combination of 4s and 5s on the four domains.

Students who score proficient on the OELPA are exited from the EL program. The district continues to monitor them for the following two years. The student's progress will be monitored by the EL instructor using classroom grades as well as state and classroom assessments.

Parents are informed of OELPA results by mail.

**Re-identification of Exited English Learners**

If a former EL appears to struggle in the academic classroom, and language appears to be the reason, he or she may be re-screened for EL services, ensuring that the difficulty is due to language and not a disability or a reading issue.

**Rescreening of Previously Screened Students**

If a student was screened and did not qualify for EL services, but later seems to struggle due to language difficulties, refer the student to the RtI or MTSS team. If the team determines that language is an issue, the student may be rescreened.

**Placement Procedure**

ELs are placed in the grade that most closely aligns to their age.

Once the EL teacher has the OELPS scores, or OELPA scores from another district, or evidence of EL status from another state, a decision is made as to placement in a program.

**English Language Proficiency Standards**

Ohio has ELP Standards for ELs. The standards were developed by the ELPA Consortium, of which Ohio is a part. There are ten anchor standards from Kindergarten through Grade 12. Descriptors tell what students can do at the end of each of the proficiency levels in each standard. EL teachers use these standards to guide their work. It is recommended that content area and classroom teachers also familiarize themselves with the standards.

The ELP standards link to Ohio's Learning Standards and prepare EL's to reach Ohio's standards. The ELP standards are available in these grade bands: K, 1, 2-3, 4-5, 6-8, 9-12.

The standards can be found at
http://education.ohio.gov/Topics/Other-Resources/English-Learners/Teaching-English-Language-Learners/Ohio-English-Language-Proficiency-ELP-Standards

**EL Plan**

Valley View School District has an EL plan, similar to an IEP for a student receiving Special Education Services. The EL Teacher completes the plan once a student has been identified. The plan is then shared with all teachers of that child. A sample plan can be found on page 12.

**EL Progress Reports to Parents**

Progress will be communicated with parents at teacher conferences offered twice a year, by report cards, and by the results of the spring OELPA.

Parents are encouraged to communicate with teachers and the EL teacher at any time during the school year.

**Instruction in the Mainstream/Content Area Classes**

Classroom and content area teachers in Valley View School District are expected to provide scaffolds, accommodations, and modifications for ELs in their classes. Professional development is offered as needed. Here is a list of possible accommodations in instruction and assessments –

| |
|---|
| Visual aids – pictures, videos, manipulatives, sketches, real items |
| Speak slowly and clearly, avoiding idioms |
| Bilingual materials or a bilingual aide |
| Extended time |
| Modified assignments |
| Use of a dictionary or Google Translate |
| Repeat or model directions |
| Frequent checks for understanding |
| Vocabulary lists, preteach vocabulary |
| Graphic organizers, concept maps |
| Limit key concepts, determine key standards |
| Provide outlines, highlighted notes |
| Peer or buddy teaching |
| Student writes in first language |
| Open book test or a word bank |
| Give wait time |
| Think-alouds, Modeling |
| Provide frequent opportunities for small group work |

Further information can be found in the English Learners Toolkit -

https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

To assist with newcomers, check this resource-

https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf

## Ohio English Language Proficiency Assessment (OELPA)

The OELPA is a state-required assessment given annually to all students identified as English Learners.

OELPA is an online assessment, based on the English Language Proficiency Standards, which assesses the four domains of listening, speaking, reading, and writing. It is administered by the EL teacher. The domains of listening, reading, and writing may be administered in a group setting. Speaking is administered individually. ELs do not receive any accommodations on the OELPA as it is an assessment of their English skills. No dictionaries may be used. The assessment is not timed. Braille, large print and paper versions of OELPA are available if indicated on the IEP.

OELPA allows for domain exemptions. If ELs cannot participate in a domain because of a disability, the student can be exempted from up to three of the domains. For example, a deaf student can be exempted from the listening test. Exemptions must be documented on the student's IEP or 504 plan.

See the Ohio Rules Book for more details.
http://education.ohio.gov/Topics/Testing/Testing-Forms-Rules-and-Committees/Ohio%e2%80%99s-State-Tests-Rules-Book

The results of OELPA are generally received by districts in May. Letters are sent to parents with the results of the assessment.

## State Assessments

English Learners take all state assessments required of their English-speaking peers.

ELs may use a word-to-word dictionary and have extended time on state tests. Other than English Language Arts, an interpreter can be used on the other content area tests.

## District Assessments

District assessments may include: MAP, KRA, Acadience, etc.

## Grade Retention

Valley View Local School District does not retain a student in a grade due to language challenges. If retention is being discussed for an EL, the EL teacher must be on the team making the decision.

## ELs with a Disability

Being a language learner is not a disability. Valley View Local School District strives to correctly identify ELs for Special Education services. The EL teacher is involved in the process of identification. Once identified, the student is entitled to receive both EL and Special Education services. The EL teacher and Intervention Specialist will work together to design language support.

Please refer to the district's special education office for more information on the procedure for identification.

The Ohio Department of Education offers guidance on identifying ELs with disabilities. These documents must be used when an EL is being considered for Special Education.

http://education.ohio.gov/Topics/Other-Resources/English-Learners/Teaching-English-Language-Learners/Guidelines-for-Referral-and-identification-of-1

**ELs in Other Programs**

English learners are entitled to an equal opportunity to participate in all programs including pre-kindergarten, gifted, career and technical, sports, AP, IB, clubs and honor societies. The Valley View Local School District will ensure that parents are aware of these opportunities by sending information in a language understandable to the parents.

**Parent Communication**

Valley View Local School District has a Parent Communication Plan. Parents are asked for their preferred language on the enrollment form. The district provides translations or uses interpreters when feasible.

The district uses Vocalink for translations and interpreters

**Family and Community Engagement**

Valley View Local School District has a plan for Family and Community Engagement. (open house, teacher conferences, PTO, newsletters, fun nights, etc.

**Annual EL Program Evaluation**

The EL Coordinator and staff meet annually to review the program, analyze OELPA scores and Ohio State Test scores. Goals are set for the next school year. Decisions are made for the use of Title lll funds to support areas of need to improve the program.

**Sample District Forms**

## Valley View Local School District Individualized Language Learner Plan

| | |
|---|---|
| Student's Name: | |
| Home Language: | |
| Date of birth: | Gender: |
| Grade: | Homeroom teacher: |
| ELL instruction minutes per week: | |

| **OELPS** |
|---|
| Date tested: |

| Grade: | | | | | |
|---|---|---|---|---|---|
| **Communication Skill** | **Beginning** | **Early Intermediate** | **Intermediate** | **Early Advanced** | **Advanced** |
| Listening | | | | | |
| Speaking | | | | | |
| Reading | | | | | |
| Writing | | | | | |
| Proficiency status: | | | | | |

| **Annual OELPA** | | | | | |
|---|---|---|---|---|---|
| End of year: | | | | | |
| Grade: | | | | | |
| **Communication Skill** | **Beginning** | **Early Intermediate** | **Intermediate** | **Early Advanced** | **Advanced** |
| Listening | | | | | |
| Reading | | | | | |
| Speaking | | | | | |
| Writing | | | | | |
| Overall Level: | | | | | |

| **Testing Accommodations** | **Classroom** | **ELA** | **Math** | **Sci** | **SS** |
|---|---|---|---|---|---|
| Extended time | | | | | |
| Human reader for computer-based test | | | | | |
| Oral translation of computer-based test (not ELA test)<br>Language: | | | | | |
| Scribe (in English) | | | | | |
| Stacked Spanish and English bilingual form of the test | | | | | |
| Text-to-speech Spanish and English | | | | | |
| Text-to-speech Tracking Spanish and English | | | | | |
| Word-to-word dictionary (English/native language) | | | | | |
| Breaks | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Extended Time (designate how much up to one day) | | | | | |

| **Classroom Instruction Recommendations** | |
|---|---|
| Extended time | |
| Simplified test format | |
| Alternative assignments | |
| Visual instructions | |
| Bilingual dictionary | |
| Other: | |

| | |
|---|---|
| ELL Focus Domain(s): | ☐ Reading<br>☐ Writing<br>☐ Speaking<br>☐ Listening |
| ELP Standards to be covered: | |

Principal's Signature _____ Date:_____

Homeroom Teacher's Signature _____ Date:_____

ELL Teacher's Signature _____ Date:_____

# Valley View Local Schools Notification of Services

School: _____ Date: _____

Dear Parent/Guardian:
Due to the responses on the Language Usage Survey for _____, he/she has been assessed using the State adopted Ohio English Language Screener to further identify his/her needs in language instruction, if any.

His/her proficiency level/overall composite score of _____ identifies him/her as an English Learner (EL). The screener tested your child's English language abilities in:
___ speaking
___ listening
___ reading
___ writing

Based on your child's language abilities in English, your child will be placed in the following program:

___ A regular grade level classroom with instruction only in English.

___ An English language development program.

___ Other

We feel this program will help your child meet high academic grade-level standards and graduation requirements. Please contact us if you have any questions.

ELL Teacher

## OELPA Exit Letter

Congratulations! Your child scored well on the spring 20__ Ohio English Language Proficiency Assessment (OELPA) and has met the criteria to exit our school's limited English proficient (LEP) program!

The OELPA is an annual progress test given to all English language learners to determine a student's level of English language fluency**.** Based on the results of this test, your child has achieved the needed level of English proficiency to advance in classroom academics without additional English language support services.

A student is reclassified (no longer an 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).

Because your child meets the above criteria, he or she will no longer participate in our LEP program. However, please be assured that we will monitor your child's progress and provide academic support if needed.

We commend your child for the progress made in achieving English proficiency and thank you for supporting your child's learning. Together, we will continue to help your child succeed in school.

Sincerely,

# Valley View EL Program Evaluation

## Spring 2026

| |
|---|
| 1. Describe EL program and the instructional activities in which EL students have been engaged. |
| Valley View Local Schools EL program is an instructional program to help English Learners (ELs) do just that—learn English. It comprises a variety of instructional strategies and techniques to develop proficiency in Listening, Speaking, Reading, Writing and Comprehension. Our goal is to provide high-quality instruction in the English language, as well as appropriate modifications and accommodations in the mainstream classroom, so that English Learners may develop the second language skills necessary to successfully achieve academically and socially. |
| 2. Number and percentage of EL students in the program who are making progress toward achieving English language proficiency. |
| Number of students currently in the program (26-27): 5; number making progress: 5 (100%) |
| 3. Number and percentage of EL students attaining English language proficiency by the end of each school year. |
| 2025-2026: (3) 30% 2024-2025: 4 (60%) 2018-19: 0 2017-18: 0 2016-17: 0 2015-16: 1 (25%) 2014-15: 3 (60%) |
| 4. Number and percentage of EL students who exit the program based on their attainment of English language proficiency (previous five years). |
| Total number of students in program past five years: 10; Total number exiting program in past five years based on attainment of English proficiency: 3 (30%) |
| 5. Number and percentage of EL students scoring proficient or higher on state tests for each of the 4 years after dismissal from the program. |
| Insufficient data |
| 6. Number and percentage of EL students who HAVE NOT attained English language proficiency within 5 years on their initial classification (previous five years). |
| |

**District EL Staff**

EL Instructor - Nicole Ford

Instructor for EL services for all students at Valley View Local Schools.

EL Coordinator - Kara Brill

Coordinator for EL services for Valley View Local Schools

EL Coordinator - Nichole Thomas

Coordinator for EL services and Title III funds for Valley View Local Schools