

COLDWATER EXEMPTED VILLAGE SCHOOLS

ENGLISH LEARNER DISTRICT PLAN



Table of Contents

ENGLISH LEARNER DISTRICT PLAN IGBI.....3

DEMOGRAPHICS3

PROGRAM GOAL3

DEFINITION OF EL.....4

LEGAL BACKGROUND4

IDENTIFICATION4

PARENT NOTIFICATION.....5

DESCRIPTION OF LANGUAGE PROFICIENCY LEVELS6

EL PROGRAM STAFFING AND PROFESSIONAL DEVELOPMENT.....6

TRANSLATION AND INTERPRETATION FOR FAMILIES7

PARENT AND COMMUNITY INVOLVEMENT7

DISTRICT PROGRAM OF SERVICES.....8

INSTRUCTIONAL RESOURCES9

KNOWLEDGE AND COMPETENCIES RELATED TO US SCHOOL CULTURE10

GRADE RETENTION PROCEDURES11

TITLE I SERVICES.....12

EL AND SPECIAL EDUCATION.....12

EL AND GIFTED SERVICES12

ANNUAL ASSESSMENT OF ENGLISH LANGUAGE12

EL PROGRAM EXIT CRITERIA.....14

PROTOCOL FOR RE-IDENTIFYING A FORMER EL AS AN ACTIVE EL14

PARTICIPATION IN OHIO’S STATE TESTS15

EL ASSESSMENT ACCOMMODATIONS15

DEVELOPING AN ENGLISH LANGUAGE PROFICIENCY MEASURE16

GRADUATION REQUIREMENTS16

EL PROGRAM EVALUATION17

GLOSSARY OF ACRONYMS19

APPENDICES20

APPENDIX A – HOME LANGUAGE SURVEY20

APPENDIX B – INITIAL PARENT NOTIFICATION LETTER.....22

APPENDIX C – EL PLAN24

APPENDIX D – PROGRESS MONITORING REPORT.....28

APPENDIX E – EXIT NOTIFICATION29

APPENDIX F – ANNUAL NOTIFICATION.....30

APPENDIX G – COLDWATER ENGLISH LEARNERS EXIT MONITORING FORM31

APPENDIX H – MARSHALLESE TRANSLATED DOCUMENTS33

APPENDIX I – SPANISH TRANSLATED DOCUMENTS38

ENGLISH LEARNER DISTRICT PLAN

IGBI

Coldwater Exempted Village Schools (CEVS) English Learner (EL) Plan follows state guidelines in providing services to limited English proficient (LEP) students. ELs have equal access to a quality education that enables them to progress academically while learning English.

The Board recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by CEVS, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Students in a language minority or who have limited English proficiency shall be identified, assessed, and provided appropriate services.

The Board directs the administration to develop and implement instructional programs that:

1. appropriately identify language minority students;
2. provide the appropriate instruction to limited English proficient students to assist them in gaining English language proficiency, as well as content knowledge, in reading/language arts and mathematics; and
3. annually assess the English proficiency of students and monitor their progress in order to determine their readiness for the mainstream classroom environment.

The district consulted with parents, teachers, school administrators, and resources provided by the Ohio Department of Education (ODE) in the development of its EL District Plan. The most current available research was also utilized to increase the effectiveness of our work with EL students and their families. This included, but was not limited to, scholarly articles, association publications, and best practices elucidated on a variety of educational websites (e.g. adlit.org).

DEMOGRAPHICS

CEVS is comprised of Coldwater High School (9-12), Coldwater Middle School (5-8) and Coldwater Elementary School (K-4). The total student population is approximately 1,327, with EL students making up approximately 2.5% of the student population (2018-2019 Report Card). District data indicates the number of identified EL students as 35 at the highest point during the 2019-2020 school year. The recent trend in the district has been a steady EL population.

The majority of EL students speak Marshallese. Students from the Marshall Islands comprise approximately 71% of the total EL population. Other languages represented include Spanish, Chinese, Dutch, German, and French.

PROGRAM GOAL

The goal of CEVS EL Program is to provide high-quality instruction in the English language in the domains of listening, speaking, reading, and writing. The District strives to provide appropriate modifications and accommodations in the mainstream classrooms, so that ELs may develop the English language skills necessary to successfully achieve academically and socially in the United

States (US). EL students are offered equal access to the core curriculum, as well as equal opportunities to participate meaningfully in all programs and activities.

DEFINITION OF EL

A child who is limited English proficient and therefore, an EL, meets the following criteria:

- is between the ages of 3 and 21;
- is enrolled in an elementary or secondary school;
- has a native/home language other than English, whether born in the US or another country; and
- has such difficulty speaking, reading, writing, or understanding English that the student may be unable to perform well enough in class or on state tests to meet expected state standards for achievement.

LEGAL BACKGROUND

The following bodies of law are the basis upon which the district provides its EL Program:

Title VI of the Civil Rights Act of 1964

Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English. The Office of Civil Rights (1983) also indicated, "It is our policy to find violation of the Civil Rights Act of 1964 if Limited English Proficient (LEP) students are retained in grade for failure to demonstrate basic skills in English."

Lau v. Nichols, 1974

The Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that school districts must take affirmative steps to overcome educational barriers faced by non-English speaking students in the district. [414 U.S. 563 (1974)]

Title III, No Child Left Behind Act (2001, modified 2004); now Every Student Succeeds Act (December 2015)

All schools must demonstrate that they are improving the English language proficiency of their ELs. This act aims to assist LEP and immigrant students to do the following:

- develop and reach English language proficiency;
- attain high levels of academic achievement in core content areas; and
- meet the same content and achievement standards that other students are expected to meet.

IDENTIFICATION

State and federal laws require school districts to screen students who have more than one language in their history. All CEVS parents/guardians must complete a Language Usage Survey (LUS, Appendix A) provided by the Ohio Department of Education upon enrollment, which contains questions about languages spoken in the home. The original LUS will be maintained in the

student's permanent file. A copy of this form is forwarded to the Office of Student Services for review and validation. The Supervisor of Student Services, who serves as the EL Coordinator, determines whether or not the district must proceed with an assessment to determine EL status. Other documentation, including records from the student's previous school (if applicable), may be used to aid in the determination of the need for an EL assessment.

When all responses on the LUS indicate that English is the only language used by the student and by individuals in the home, the student is considered fluent in the English language. Procedures established by the district for placement in the general student population should be followed in such situations, including the notification of national origin minority group parents of school activities that are called to the attention of other parents. In the event parents/guardians indicate that a language other than English is spoken in the home and the student has not been previously identified as EL, CEVS must assess the student's level of English language proficiency. The presence of a language other than English in the home does not automatically signify that the student is not fluent in English. Assessment must take place within thirty (30) days of enrollment at the beginning of the school year or within fourteen (14) days of enrollment during the school year to determine the student's need for special language assistance to participate effectively in the district's instructional program, where English is the only language of instruction. The School Psychologist or an EL staff member will administer the assessment. The online screening tool developed by the Ohio Department of Education (ODE), referred to as a "Screener", is used for the identification of ELs. This is a valid, reliable, standardized tool for measuring English language proficiency in all four domains – listening, speaking, reading, and writing. It aligns with Ohio's English language proficiency standards.

A student must score at the Proficient level in all four domains in order to be considered proficient in the English language. Students are designated as an EL student if they score less than proficient in any one of the four domains. The district EMIS Coordinator reports the student's LEP designation as appropriate.

PARENT NOTIFICATION

If the student is not fully English proficient, they are considered an EL student and are eligible for EL services. The Supervisor of Student Services will send the parents/guardians notification of the test results indicating proficiency levels (Initial Parent Notification Letter, Appendix B) and that an EL Plan will be developed for their child. A parent/guardian must sign and return a portion of this form, indicating if they understand the information in the notice and if they would like someone to explain the information in their native language. Parents/guardians are advised that a meeting invitation to discuss their child's EL Plan will be forthcoming. EL students will be placed in the EL Program within thirty (30) days of enrollment, if the parents/guardians consent to services.

Parents/guardians have the right to decline enrollment in the program or other available program options, to remove their child from the program, and to obtain assistance in selecting from among available programs.

* If parents/guardians deny permission for services, the student will maintain the EL designation. His/her progress will be monitored by an EL Instructor. The “denied participation” code will be entered in EMIS for that student. However, the student will take part in the state annual spring assessment of English proficiency given to all EL students, until that student meets the exit criteria for the EL Program (noted below).

DESCRIPTION OF LANGUAGE PROFICIENCY LEVELS

Students learning a new language proceed through different stages, or levels, of proficiency. The Ohio Department of Education has published five Stages of Second Language Acquisition, which are summarized below.

Pre-functional (Level 1)

This is the pre-production or the silent period. New students just listen. Some may not speak for weeks or months and should not be forced to do so. Some will start using simple learned phrases and simple sentences.

Beginner (Level 2)

Students will develop a vocabulary of about 1,000 words. They will speak in one- or two-word phrases, memorized chunks, and simple sentences. This may last about 6 months.

High Beginner (Level 3)

Students will develop a vocabulary of about 3,000 words, use simple sentences, ask simple questions, read easy stories, and write simple sentences.

Intermediate (Level 4)

These students now have a 6,000-word vocabulary, use more complex sentences, and ask questions. They will still have grammar errors.

Advanced (Level 5)

It can take 4 – 10 years to achieve this. Students are able to cope in the classroom, but will still need help with vocabulary, idioms, writing and content such as social studies.

EL PROGRAM STAFFING AND PROFESSIONAL DEVELOPMENT

CEVS Supervisor of Student Services serves as the EL Coordinator for the District. Direct instruction within EL programming is provided by licensed/certified teachers with or working toward Teaching English to Speakers of Other Languages (TESOL) endorsement, qualified educational aides working under the direct supervision of such staff, or by staff with comparable training and experience, per State of Ohio guidelines. CEVS currently has one (1) part-time EL Aide and one (1) part-time TESOL endorsed EL Instructor, both of whom are fluent in English. If the District does not have, or cannot find, a teacher with the necessary credentials, then the district can use a person with a supplemental teaching license for TESOL or Bilingual Education, per state guidelines. The Ohio Department of Higher Education (formerly known as the Ohio Board of Regents) website contains several relevant documents regarding the Ohio Educator Licensure Program Standards for TESOL Endorsement, and for the Ohio Educator Licensure Program Standards for Bilingual Education Endorsement. Also on the Ohio Department of Higher Education website, one may view the current list of Ohio universities and colleges with approved TESOL endorsement programs.

General education core-content teaching staff meet applicable state certification and licensure requirements in their core subject area. They will work with EL students in the regular classroom through consultation and collaboration with EL personnel. Time will be allowed for specialized instruction by EL personnel. The licensed teacher will also assist by providing appropriate materials for EL personnel working with their students.

The district will make provision for ongoing high-quality professional development for regular classroom teachers, EL staff, and school administrators that is designed to improve the instruction and assessment of EL students. District staff training and professional development is provided through in-services/workshops throughout the year, as well as via off-site conferences, courses, and networking opportunities. Every effort is made to ensure professional development is based on scientifically-based research demonstrating its effectiveness. CEVS also contracts with a TESOL certified instructor with numerous years of experience in the field for consultation and professional development services as needed.

TRANSLATION AND INTERPRETATION FOR FAMILIES

CEVS will respond to limited English proficient parents' requests to communicate information in a language they can understand, to the extent practicable, about any program, service, or activity that is called to the attention of parents who are proficient in English. This may include, but not be limited to, information related to registration and enrollment in school and school programs, report cards, student discipline policies and procedures, and parent handbooks. This language assistance will be of no cost to the parent/guardian and will be provided by appropriate and competent staff, or through appropriate and competent outside resources.

A majority of EL students and their families in the district speak Marshallese. CEVS is fortunate to have available to the district adults in the community who are fluent in both English and Marshallese. These individuals may be contracted with to provide interpreter services for parent conferences, ETR meetings, IEP meetings, and state testing (as allowable per state guidelines). These individuals are also available to translate documents into Marshallese when necessary. CEVS also has bilingual teachers on staff that can provide interpreter/translation services in Spanish. For its other language speaking families, individuals are available in the community for interpretation/translation services through contract on an as needed basis. CEVS has also secured over-the-phone interpreting (OPI) services through Certified Languages International to aide in providing meaningful communication with parents/guardians with limited English proficiency. Documents referenced throughout this plan that have been translated into Marshallese and Spanish are available in Appendix H and Appendix I, respectively.

PARENT AND COMMUNITY INVOLVEMENT

CEVS will make every effort to provide a welcoming school climate that is warm, caring, inviting, and receptive to parents. This will include positive attitudes of school staff toward the EL community, attention to details that facilitate parental accessibility to the school, and support and encouragement for personal contact and communication. The following are some steps the district may take to address barriers to parental involvement and thereby increase their participation:

- increase staff knowledge of the district's EL population
- use of an EL aide as a home-school liaison

- home visits by classroom teachers
- provide information in the parent's/guardian's native language whenever possible
- arrange for a tour of the school
- schedule meetings at a time and place convenient for parents
- acknowledge family cultural values
- encourage EL students/families to present information regarding their culture to classrooms
- recruit parents/guardians to volunteer in the classroom
- help parents/guardians of EL students to understand how the US school system and culture work
- participate in local Marshallese Coalition activities

DISTRICT PROGRAM OF SERVICES

The EL Program is designed to enable limited English proficient students to become competent in listening, speaking, reading, and writing in the English language primarily through the use of English as a Second Language (ESL) methods, which are considered educationally sound in theory. ESL methods include a program of techniques, methodology and special curriculum designed to teach EL students the above English language skills, along with study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language. The EL Program not only emphasizes the mastery of English language skills, but mathematics, science, and social studies skills, to enable EL students to participate the same as their native English-speaking peers in school. All classroom facilities utilized by EL students are the same as those used by all other students. The EL Program is an integral part of the CEVS overall instructional program.

Grade placement decisions for ELs are made at the district level based on the district's evaluation of the student's academic records and also considering the student's age. There are no state or federal mandates regarding this issue. However, it is recommended that students learning English as a new language be placed in a grade as close as possible to their same-age peers. The reason for this recommendation is that it is important for students to be placed with same-age peers to meet their socialization needs. The goal will be to place the student in a grade level that is appropriate for his or her age level, and then provide the additional support needed to address the student's English language acquisition needs.

An EL Plan (Appendix C) of service is created for each student identified as EL in grades K-12. The plan of service varies depending on the child's level of English language proficiency. All plans include demographic information, EL status/educational history, background information, testing results, language development goals, student strengths and needs (academic, social, behavioral), type(s) of language acquisition program to be used, necessary accommodations and modifications, and state testing accommodations. EL personnel will assist classroom teachers in implementation of the plan. EL personnel update plans annually, or more often if deemed necessary.

Instruction for all EL students is aligned to the Ohio English Language Proficiency (ELP) Standards. The Instructional Guide and Resources for English Language Learners also serves as

a resource for teachers and other school staff, who work with EL students, in the use of the standards. These standards define progressive levels of competence in the acquisition of English and aid teachers in moving EL students toward proficiency in both the English language and Ohio's Learning Standards. The ELP Standards reflect the four domains of language: listening, speaking, reading, and writing.

In grades K-8, EL instruction may be provided in pull-out (small group) or push-in (in the classroom) settings. Instruction is focused on developing listening, speaking, reading, and writing skills in English, supporting the content taught in the classroom, as well as on assisting with homework completion. EL students are also scheduled for an intervention period to further address identified needs. Students at the Advanced level may not be scheduled for regular EL instruction. However, their academic performance will be monitored so that intervention may be provided in a timely manner if necessary.

In grades 9-12, the English course is designed to address the language and literacy needs of Pre-functional, Beginning, and Intermediate level EL students. The objectives include improving English language competence and proficiency in the areas of listening, speaking, reading, and writing with an emphasis on developing vocabulary. There is an additional focus on skills and strategies that will aid in success in the content areas and on Ohio's State Tests. EL students at the high school level are also scheduled for a resource study hall that provides homework assistance in the content areas.

For all grades, Progress Book is monitored regularly to permit timely intervention in the event an EL student is not progressing in one or more classes. If necessary, the EL Aide/Instructor will meet with teachers to determine whether the reason for lack of progress is the result of a language barrier, the result of student negligence, or the result of some other factor so that appropriate intervention may take place.

A report from the EL teacher each quarter reporting on progress in the areas targeted in the EL Plan will be sent home with the student report card. This report will be completed for the students for whom the EL Instructor provides direct support.

INSTRUCTIONAL RESOURCES

The Ultimate ESL Teaching Manual by Andromeda Jones

Easy & Engaging ESL Activities by Kama Einhorn

English Language Learner's Teacher's Handbook printed by Houghton Mifflin Harcourt
Foundations

Reading Horizons

Wilson Reading System Program

Read & Write for Google Chrome

Expanding Expressions Toolkit

Various online resources: EnglishClub.com, ABCmouse, Razkids.com (ELL Edition), MobyMax.com

KNOWLEDGE AND COMPETENCIES RELATED TO US SCHOOL CULTURE

The following are various areas of knowledge and competencies related to US school culture that should be considered for inclusion within the district's EL Program:

Knowledge of American school facilities and their functions

- Lockers
- Drinking fountains
- Cafeteria
- Library
- Gymnasium
- Student services (nurse, librarian, counselor, buses)

Understanding of American school policies and procedures

- Class schedules
- Reports cards
- Grades
- Tornado, fire and safety drills
- Clothing and equipment for physical education classes
- Variety and purposes of tests
- Test-taking techniques
- Rules relating to plagiarism and cheating

Understanding of expressions of respect in American schools

- How to take turns appropriately
- How to interrupt appropriately
- Respect for others' possessions (e.g., do not touch or remove things from someone's desk without permission)
- Appropriate time for silence in different school settings
- Appropriate ways to get the teacher's attention in class
- Appropriate ways to demonstrate appreciation of others
- Appropriate ways to demonstrate respect for other speakers
- Norms of personal space

Understanding of expected classroom behavior in American schools

- Use eye contact during oral communication with others
- Make an effort to actively participate in class discussions
- Raise one's hand to speak
- Ask and answer questions appropriately

- Follow seating arrangements (may be assigned by the teacher)
- Follow procedures for moving about in the classroom, sharpening pencils, etc.
- Follow the teacher's directions; ask for clarification if needed
- Use materials appropriately; follow clean-up procedures
- Ask permission to leave the classroom
- Follow procedures for lining up

Understanding of expected out-of-classroom behavior in American schools

- Follow hallway rules (e.g., pass through the hall quietly, keep hands to one's self, pass through halls in the expected time, use a pass if required)
- Follow cafeteria procedures for lining up, ordering food, eating etiquette, cleaning up
- Use the restroom appropriately (turn off faucets, keep the restroom clean)
- Follow the bell schedule
- Follow procedures for tardiness and absence
- Follow the rules for taking the bus (e.g., be at the appropriate pick-up spot, be on time, follow bus behavior guidelines, follow procedures when the bus is missed)
- Demonstrate appropriate playground behavior (e.g., show appropriate norms for competition, interaction with fellow players)

GRADE RETENTION PROCEDURES

If an EL student is retained solely on the basis of his/her lack of English proficiency, such retention would be discriminatory (based on *Lau v. Nichols*) because in effect, the EL student would be retained for not having adequate prior exposure to English. In order to justify the retention of an EL student, the district would need to provide the following evidence:

- the student has been provided with an educationally sound English language support program; and
- the student is being retained for reasons other than lack of English proficiency (for example, if the student did not meet grade-level standards due to poor attendance, lack of effort, or poor study habits).

The following are some possible questions to be answered before deciding to retain an EL student:

- Does the district have a retention policy that takes into account different factors that may impact students' academic progress?
- Is the reason for retaining the student **other** than the student's lack of English proficiency?
- Has the student been given meaningful access to the district's academic program through language support strategies based on sound theory and widely accepted good practice?
- Has the student been given academic performance-based assessments that are based on the student's level of English proficiency, and that take into consideration the instructional strategies used to give the student meaningful access to the academic content?
- Is the student making less progress than what would be expected of students with similar language background and academic experiences?

If the answer to all the above questions is “yes,” then the district may consider retention as a possible option for helping the student achieve English proficiency and make academic progress.

TITLE I SERVICES

CEVS ensures that EL students are eligible for and provided with Title I services on the same basis as other children who qualify for such services. The district Title I Standards ensure that EL students will be held to the same content and performance standards required of all students. They will be regularly assessed to determine their progress toward these standards.

EL AND SPECIAL EDUCATION

CEVS follows the Ohio Operating Standards for the Education of Children with Disabilities, in relation to the referral and evaluation of children with suspected educational disabilities. When an EL student’s performance suggests that he/she is having difficulty attaining achievement expectations, which are believed to be unrelated to the student’s EL status, the student will be referred to the Intervention Assistance Team (IAT). The EL Instructor will be a member of the IAT, which uses the Response to Intervention (RTI) model in the implementation of intervention strategies. Periodic reviews will be conducted to determine the success or failure of strategies and what further action may be necessary. In the event various strategies are not successful, the student may be referred for an initial evaluation to determine eligibility for special education and/or related services. The student’s level of English proficiency will be a primary consideration in the evaluation process. Should the EL student qualify for special education and/or related services, he/she will continue to be provided with EL services, along with an Individualized Education Program (IEP). An EL student may also be considered for a Section 504 Plan if he/she is not found eligible for special education services. Parents/guardians will be provided with translation services for all proceedings if necessary.

EL AND GIFTED SERVICES

EL students will be provided with an equal opportunity to participate in gifted and talented programs, upper level courses, and other specialized programs offered by the District. They will be administered screening and assessment measures as established by the district Gifted Program.

ANNUAL ASSESSMENT OF ENGLISH LANGUAGE

State and federal law requires an annual assessment of EL students’ English language proficiency. Ohio uses the OELPA, which assesses students each spring in the domains of listening, speaking, reading, and writing. A student will receive a numeric performance level for each of the four domain tests taken as follows:

- Level 1 – Beginning
- Level 2 – Early Intermediate
- Level 3 – Intermediate

- Level 4 – Early Advanced
- Level 5 – Advanced

The OELPA Academic Level Descriptors (ALDs) describe the skills and processes that students demonstrate in language development at each tested grade level. These descriptors can be found at the following links:

- [Kindergarten OELPA ALDs](#)
- [Grade 1 OELPA ALDs](#)
- [Grades 2-3 OELPA ALDs](#)
- [Grades 4-5 OELPA ALDs](#)
- [Grade 6-8 OELPA ALDs](#)
- [Grades 9-12 OELPA ALDs](#)

Ohio districts and schools may administer the Alternate Ohio English Language Proficiency Assessment (Alt-OELPA) to eligible English learners with the most significant cognitive disabilities in kindergarten through high school and whose IEP team has decided the alternate assessment is appropriate.

All students identified as EL must take the OELPA, including ELs with disabilities and recently enrolled ELs. However, domain exemptions are available for students whose disability is such that they cannot participate in the stated domain per their Individualized Education Program (IEP) or 504 Plan with existing accommodations. Districts may exempt such students from no more than three of the four domains on the OELPA. In the OELPA, there are three overall performance levels: Proficient (3), Progressing (2) and Emerging (1). 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 does not fall into Proficient or Emerging.

Students with domain exemptions will receive an overall designation of Proficient if they receive 4s and/or 5s on all non-exempt domains.

The OELPA scores are used for the following purposes:

- To determine the appropriate support to be provided for those students identified as EL;
- To help inform instructional decisions relating to the education of EL students;
- To determine if a student who has been enrolled in the US schools for less than three (3) full school years is eligible for additional accommodations when taking certain statewide assessments;
- To evaluate the progress of EL students in developing English language proficiency;
- To help determine when a student has met the criteria to be exited from the district’s EL Program and is no longer considered an EL student; and
- To help evaluate the effectiveness of the district’s EL programming.

CEVS utilizes the most current version of the [OELPA Accessibility Manual](#) in preparation for and implementation of the OELPA. This manual provides information for educators of ELs, intervention

specialists, and related services personnel to use in selecting and administering accessibility features for those students who need them. The OELPA Accessibility Manual applies to all students who take the OELPA. It emphasizes an individualized approach to the implementation of assessment practices for students.

Each year the parents/guardians will be notified of the results of the OELPA and will need to give permission for continued participation in the EL Program (Annual Parent Notification, Appendix F).

EL PROGRAM EXIT CRITERIA

To be exited from the EL Program, students need to demonstrate the ability to understand, speak, read, and write the English language at a level in which they are able to do the following:

- Achieve successfully in classrooms where the language of instruction is in English;
- Meaningfully participate in academic assessments in English; and
- Participate fully in society in the US.

The length of time an EL student spends in the program is dependent on their level of proficiency. Research indicates that it may take from five (5) to seven (7) years to acquire academic language proficiency compared to that of a native English speaker. Therefore, the amount of and length of time support is given to an EL student will be dependent upon their progress in developing the English language. The typical path of an EL student is from full support that is gradually faded to minimal support, followed by progress monitoring by the EL Instructor.

A student is reclassified (no longer an EL) when the student has attained a performance level of Proficient on the Ohio English Language Proficiency Assessment (OELPA). The Proficient performance level is defined as domain/test level scores of 4s and 5s in any combination across all four domains (listening, reading, writing and speaking). Students in grades K - 12 are eligible for reclassification if the student receives a performance level of Proficient.

If a student meets the exit criteria, all of the following steps are taken:

- The student is exited from the EL Program.
- The student's EMIS record is updated to show the year and month the student is reclassified as no longer EL in the Limited English Proficient Reclassification Data Element. Also, the EL status is changed to "N" (no longer EL).
- The student participates in state assessments with **NO** accommodations.
- The student's academic progress is monitored for at least two years (Coldwater English Learners Exit Monitoring Form, Appendix G).

Parents/guardians will be notified when their child has met the exit criteria through the Exit Notification form (Appendix E).

PROTOCOL FOR RE-IDENTIFYING A FORMER EL AS AN ACTIVE EL

If an exited EL is not progressing academically as expected and monitoring evidence indicates a persistent language need, the district will re-test the student's English language proficiency with a valid, reliable, and grade-appropriate test to determine needed language assistance services. In no case is re-testing of an exited student's English language proficiency prohibited. If the student is re-entered into EL services, the district will document the reasons why and notify the student/parents/guardians. In the event monitoring suggests the student's lack of progress is due to factors other than a persistent language need, the student may be provided with academic support services without re-identification, with parent/guardian notification. The exit monitoring form will continue to be completed by EL staff, with noted action steps. CEVS considers the re-identification of former EL students as active EL students in exceptional cases, to provide necessary language instruction and accommodations to support the student's access to the school's full general education curriculum.

PARTICIPATION IN OHIO'S STATE TESTS

EL students are required to be taught (with appropriate support) the same academic content in the core subject areas (English language arts, mathematics, science and social studies) as their classmates, at the same time they are learning English. This is to ensure that ELs do not fall behind in any content areas as they are learning English.

All Ohio students must take state tests including ELs whose primary language is not English and whose level of English proficiency is not at the level needed to participate effectively in the mainstream classroom. The state tests include all state diagnostic, 3-8 elementary, high school end-of-course, and Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD,) as well as the OELPA.

Grade 3 through 8 and End-of-Course Tests

All ELs regardless of time in US schools must take Ohio's State Tests in all subjects appropriate to grade levels including the English language arts tests. There are no exceptions. Test results will provide baseline data for intervention supports and will be used in growth determinations. Districts are required to meet the 95 percent participation rate of English language arts and mathematics for the EL subgroup.

Third Grade Reading Guarantee

All students scoring below the designated level on the third grade ELA test must be retained, except specific groups of students, which includes the EL student. ELs who have been enrolled in US schools for less than three full school years and have had less than three years of instruction in an EL program are exempt from the retention requirement stated in the Third Grade Reading Guarantee.

EL ASSESSMENT ACCOMMODATIONS

Only students who have been identified ELs using the results from the LUS and a formal test (not the OELPA) may be allowed accommodations on the state tests. There is no enrollment time limit for ELs for the use of a dictionary and the extended time accommodations.

Instructional staff who work with ELs are in the best position to make judgments about which allowable accommodations are appropriate for these students.

Ohio's State Tests

For Ohio's State Tests, accommodations are considered to be adjustments to the testing conditions, test format, or test administration that provide equitable access during assessments for students with disabilities and/or students who are identified as an EL. Accommodations for ELs are intended to reduce and/or eliminate the effects of a student's lack of English language proficiency. When making decisions about accommodations for EL, the district considers the effectiveness of the accommodation based on the English language proficiency level of the student. The following accommodations may be allowable for EL students on Ohio's State Tests:

- Extended time
- Text-to-speech
- Human read-aloud (on computer-based tests)
- Oral translation of the test
- Scribe (In English)
- Stacked Spanish/English bilingual form of test
- Text-to-speech Spanish/English
- Word-to-word dictionary

CEVS utilizes the most current version of [Ohio's Accessibility Manual](#) available through the Ohio Department of Education when making decisions regarding the accessibility features for EL students taking Ohio's State Tests.

DEVELOPING AN ENGLISH LANGUAGE PROFICIENCY MEASURE

Ohio must set expectations for each English learner to make annual progress toward attaining English language proficiency within a state-determined timeline. This measure of progress toward English proficiency must be included in a graded measure on each school and district report card.

GRADUATION REQUIREMENTS

EL students are held to the same standards as non-EL students in relation to graduation requirements. Students in the classes of 2023 and beyond (those who entered grade 9 on or after July 1, 2019) are now required to meet a new set of graduation requirements. These new graduation requirements consist of **three** key components:

1. **Course Completion**
Students will satisfy Ohio's curriculum requirements and any additional local requirements. Students will complete the state minimum 20 units, with specific units required in each content area.
2. **Demonstrating Competency**
Students will demonstrate competency in the foundational areas of English language arts and mathematics or through alternative demonstrations, which include College Credit Plus, career-focused activities, their ACT or SAT scores, or military enlistment.
3. **Demonstrating Readiness (Seals)**
Students will demonstrate readiness for their post-high school paths by earning two diploma seals that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, and leadership and reasoning skills.

EL students will also be eligible to earn a high school diploma through additional options that may be authorized by the state of Ohio.

EL PROGRAM EVALUATION

CEVS administration will work with individual building and EL staff in developing appropriate measures of effectiveness. Evaluation will address participant, program, and system level assessment. This will be an ongoing process throughout the year to allow for mid-course corrections within programming and to provide for overall accountability of services.

Evaluation will address the district's effectiveness in meeting the needs of EL students. CEVS will examine EL students' performance with regard to the percentage who:

- are making progress in attaining English proficiency;
- has achieved English proficiency;
- has a sufficient level of English proficiency to permit them to achieve in English and therefore, transition into the regular education classroom on a full-time basis; and
- are meeting the same Ohio Learning Standards all children are expected to meet.

CEVS may also use the following indicators at all three levels to evaluate the success of the EL Program:

- teacher observations
- classroom-based assessments; Progress Book data
- grade point averages
- graduation/promotion rates
- inclusion of EL students in Gifted and Talented and other special programs
- participation in extra-curricular activities
- drop-out rates

The Supervisor of Student Services will share district data with EL staff and administration for review and discussion. The team will determine whether or not the district met AMAOs, followed by developing a plan for improvement if necessary.

The Supervisor of Student Services will annually review the EL District Plan, make any necessary revisions, and train new staff (if applicable). The Supervisor of Student Services, along with building administrators, will monitor procedures throughout the school year to ensure compliance.

Sources used in developing the CEVS EL District Plan:

*<http://education.ohio.gov/Topics/Other-Resources/Limited-English-Proficiency/ELL-Guidelines>
Information and Guidelines from the Lau Resource Center, Ohio Department of Education,
February 2012*

Guidelines for Identification and Assessment of LEP Students/ELLs, March 2012

English Language Proficiency (ELP) Standards, Ohio Department of Education, June 2015

Ohio's State Tests Rules Book, Ohio Department of Education, September 2015

Ohio's Accessibility Manual, Second Edition, Ohio Department of Education, February 2016
OELPA Accessibility Manual, Ohio Department of Education, February 2016

[Adoption date: September 13, 2016]

LEGAL REFS.: 42 USC 2000d
The Elementary and Secondary Education Act; 20 USC 1221 et seq.
34 CFR200
ORC 3301.0711
3302.01; 3302.03
3313.61; 3313.611; 3313.612
3317.03
3331.04
OAC 3301-35-04; 3301-35-06; 3301-35-07

GLOSSARY OF ACRONYMS

English Language Domain Proficiency Categories (from OELPA)

1. Beginning
2. Early Intermediate
3. Intermediate
4. Early Advanced
5. Advanced

EL English learner, interchangeable with LEP, but more commonly used in the schools when referring to students

ELP English language proficiency

ESL English as a second language

HLS Home Language Survey

LEP Limited English proficient, official state designation

ODE Ohio Department of Education

OELPA Ohio English Language Proficiency Assessment

TESOL Teaching English to speakers of other languages

APPENDICES

APPENDIX A – HOME LANGUAGE SURVEY



Appendix A: Language Usage Survey

Parents and Guardians: Please only complete this page of the survey. The back of this form will be completed by the school. A completed language usage survey is required for all students upon enrollment in Ohio schools. This information will tell school staff if they need to check your child's proficiency in English. Answers to these questions ensure your child receives the education services to succeed in school. The information is not used to identify immigration status.

Student Name: <i>(First Name and Last Name)</i> _____		Student Date of Birth: <i>(mm/dd/yyyy)</i> _____	
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? _____	
3. What language does your child use the most at home? _____			
4. What languages are used in your home? _____			
Prior Education Responses about your child's birth country and previous education give us information about the knowledge and skills your child is bringing to school and may enable the school to receive additional funding to support your child.	5. In what country was your child born? _____		
	6. Has your child ever received formal education outside of the United States? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many years/months? _____ If yes, what was the language of instruction? _____		
	7. Has your child attended school in the United States? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, when did your child first attend a school in the United States? _____ / _____ / _____ Month Day Year		
Additional Information Please share additional information to help us understand your child's language experiences and educational background.	_____		
Parent/Guardian First Name: _____		Parent/Guardian Last Name: _____	
Parent/Guardian Signature: _____		Today's Date: <i>(mm/dd/yyyy)</i> _____	

Thank you for providing the information above. Contact your school or district office if you have questions about this form or about services available at your child's school. Translated information about schools' civil rights obligations to English learner students and limited English proficient parents can be found here: <https://www2.ed.gov/about/offices/list/ocr/ellresources.html>



By [Office of Superintendent of Public Instruction](#), licensed under a [Creative Commons Attribution 4.0 International License](#).

(Appendix A, continued)

*****COMPLETED BY SCHOOL EMPLOYEE*****

1. **Check.** Confirm the following statements related to the administration of Ohio’s language usage survey:

- The district or school presented the language usage survey, to the extent practicable, in a language and form that the parent or guardian understood.
- The district or school informed the parent(s) or guardian(s) of the form’s purpose. The language usage survey only is used to understand students’ linguistic experiences and educational background.
- The district or school reports information from the language usage survey in the appropriate Educational Management Information System (EMIS) records.
- For students enrolling from other U.S. schools and districts, school officials request previous language survey data and refer to the information when identifying English learners.
- Results of the language usage survey are kept with the student’s cumulative records and follow the student if he/she transfers to another district or school.

2. **Note.** Record additional information to assist the review of the language usage survey.

3. **Record.** Indicate responses from the language usage survey in the table below. Refer to the [Language Usage Survey Annotations](#) on page 2 for item-specific guidance.

Student’s native language <small>See Language Usage Survey Question 2. Report for <u>all</u> students in EMIS.</small>	_____
Student’s home language <small>See Language Usage Survey Question 3. Report <u>only</u> for English learners in EMIS.</small>	_____
Potential English learner <small>See Language Usage Survey Questions 2-4.</small>	<input type="checkbox"/> Yes. Assess the student’s English proficiency. <input type="checkbox"/> No. Do not assess the student’s English proficiency.
Immigrant student status <small>See Language Usage Survey Questions 5-7. Report for <u>all</u> students in EMIS.</small>	<input type="checkbox"/> Yes, the student is an immigrant child. <input type="checkbox"/> No, the child is not an immigrant child.

4. **Validate.** Complete the information below.

Signature of validating school employee

Date (mm/dd/yyyy)

Printed name of validating school employee

Name of school or school district

APPENDIX B – INITIAL PARENT NOTIFICATION LETTER

Parent Notification Letter for English Language Learner

Student: _____ Grade: _____

Building (Please check): Elementary Middle School High School

Dear Parents/Guardians:

Our district is required to assess the English language proficiency of all students whose home or native language is other than English. Your child’s English communication skills have been assessed because your child’s home or native language is not English. We have used the OELPS Screener to assess your child’s English language proficiency in the areas of Listening, Speaking, Reading and Writing.

The following are the results of your child’s English initial language assessments:

Communication Skill	Proficiency Level
Listening	
Reading	
Speaking	
Writing	
Overall Status	

Based on the results of the English language proficiency assessment as indicated above, an English Learner (EL) Plan will be developed to help your child learn English and make academic progress.

The program or combination of programs indicated on the EL Plan will be designed to help your child attain English language proficiency as quickly as possible so that your child can participate effectively in classrooms where English is the language of instruction. When a student attains the required level of English proficiency, he or she will be exited from the district’s English Learner (EL) program.

We will be inviting you to visit the school and meet with the staff to learn more about your child’s EL program. If you have questions, please contact Amy Mescher, Supervisor of Student Services by calling 419-678-4821 extension 5316.

Sincerely,

District Official

Date

APPENDIX C – EL PLAN

ELP English Learner Plan		Coldwater Exempted Village Schools
CHILD'S NAME: _____	ID NUMBER: _____	DATE OF BIRTH: _____

PURPOSE: To collaboratively determine and document individualized instructional supports and accommodations for EL students and to help ensure consistency in the application of those supports and accommodations.

DATE OF PLAN: _____ PLAN TYPE: Initial Plan Annual Plan

STUDENT:	PRONUNCIATION OF STUDENT NAME:	DOB:
HOME LANGUAGE:		NATIVE LANGUAGE:
GENDER: <input type="radio"/> Male <input type="radio"/> Female	GRADE:	SCHOOL:
Years in U.S. Schools: <input type="radio"/> <180 days <input type="radio"/> >180 days <input type="radio"/> 2nd year <input type="radio"/> 3rd year/longer		
IEP: <input type="radio"/> Yes <input type="radio"/> No	504: <input type="radio"/> Yes <input type="radio"/> No	Gifted/Talented: <input type="radio"/> Yes <input type="radio"/> No

Background Information:

Overall Performance on the OELPS

Date of Assessment: _____

DOMAIN	LEVEL
Listening	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Reading	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Speaking	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Writing	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5

OELPS PROFICIENCY STATUS**: Emerging Progressing Proficient

Overall Performance on the OELPA

Date of Assessment: _____

DOMAIN	LEVEL
Listening	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Reading	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Speaking	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Writing	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5

OELPA PROFICIENCY STATUS**: Emerging Progressing Proficient

EXPLANATION OF PROFICIENCY LEVELS

**In OELPS and OELPA, there are three overall performance levels: Proficient, Emerging, and Progressing.

- The **Emerging** (1s and 2s across all four domains) ELL student is beginning to: understand isolated words and short utterances, especially when repeated; demonstrate concepts of reading and read simple printed material with context clues; use gestures and simple words; and begins to develop communicative writing skills.

ELP English Learner PlanColdwater Exempted Village Schools

CHILD'S NAME: _____ ID NUMBER: _____ DATE OF BIRTH: _____

- The **Progressing** (any combination of scores across the four domains that does not fall into Proficient or Emerging) ELL student can range from: understanding simple statements, directions, questions and the general message of basic reading passages; using appropriate strategies to initiate and respond to simple conversation; and composing short informative passages on familiar topics, with non-conventional features (e.g. inventive spelling, grammar inaccuracies). The student may also understand standard speech in school and social settings; communicate orally with some hesitation; understand descriptive material and some complex narratives within familiar contexts; and write simple texts and short reports.
- The **Proficient** (4s and 5s across all four domains) ELL student can: identify the main ideas and relevant details of discussions/presentations on a wide range of topics; actively engage in most familiar and unfamiliar communicative situations; understand the content of most academic texts with support; and write multi-paragraph essays, journal entries, letters, and creative texts with some errors; produce fluent, accurate oral and written language; and use the same reading strategies as native-English speakers to derive meaning from a wide range of texts.

ELP English Learner Plan**Coldwater Exempted Village Schools**

CHILD'S NAME: _____ ID NUMBER: _____ DATE OF BIRTH: _____

ENGLISH LANGUAGE PROFICIENCY GOALS

Goal areas are determined by individual student proficiency levels. In order to meet the listed goals, English Learner (EL) Services will be provided _____ minutes per typical school week.

LANGUAGE DOMAIN/PROFICIENCY LEVEL	ENGLISH LANGUAGE PROFICIENCY GOALS
Listening:	
Reading:	
Speaking:	
Writing:	

English language development programs focus on promoting English communication skills and on English for academic purposes as well as social/cultural support. Your child will receive:

- English-only Supplemental Instructional Program
- Bilingual Supplemental Instructional Program
- Dual Language Program
- Content Classes with Integrated English as a Second Language Support
- Newcomer Program
- Sheltered Instruction Program
- Structured or Two-Way Immersion Program
- Consultation, Monitoring and Academic Assistance
- Other:

This program is designed to help an English learner attain English language proficiency as quickly as possible so that he or she can participate effectively in classrooms in which English is the language of instruction.

To assist the English learner student in his or her core curriculum classes, the following will be provided:

INSTRUCTIONAL SUPPORTS

- Increased visual or contextual cues (pictures, objects, graphic organizers, process charts, Total Physical Response)
- Highlighted texts and/or materials
- Additional and/or repeated instructions or directions, orally and in writing.
- Check and recheck for understanding. Have student explain directions or task
- Increased opportunities to respond and practice language (e.g. cooperative learning one-on-one interactions, project based learning)
- Interactive Journal (written dialogue between student and teacher to facilitate language acquisition and understanding of content)
- Allow ample wait time for ELs to answer a question.
- Consider and build background knowledge prior to teaching content. (American history, American culture, etc.)
- Organized buddy/peer teaching
- Organized alternative projects
- Modeled language (e.g. "think aloud")
- Native language support (through teacher, volunteer, peer, technology, bilingual texts)
- Incorporated culture into the classroom (e.g. decorations, story-telling, discussions, culture studies)
- Developed classroom routines with clear, consistent signals (e.g. entry, assignment completion, exit)
- Encourage and teach dictionary use. Teach about multiple meanings.

ELP English Learner Plan

Coldwater Exempted Village Schools

CHILD'S NAME: _____ ID NUMBER: _____ DATE OF BIRTH: _____

OPTIONS FOR DIFFERENTIATION

- Consider the length of assignments to meet learning target
- Limited/alternative spelling and vocabulary lists
- Provided copies of written notes or allowing student to copy notes.
- Allow student to write in native language
- Allow the use of a bilingual or English dictionary or electronic translation pen or program
- Designate and clarify expectations for projects, assignments, and tests
- Extended time (specify):

- Modified or alternative (e.g. matching) tests
- Allow access to written resources for reference of language
- Test read aloud or student able to ask for verbal clarification
- Grade on a pass-fail basis
- Other:

PARENTS

SIGNATURE (PARENT)

PRINT NAME

TEAM MEMBERS

SIGNATURE

PRINT NAME

TITLE

APPENDIX D – PROGRESS MONITORING REPORT

English Learner Plan Progress Report

Coldwater Exempted Village Schools

CHILD'S NAME: _____ ID NUMBER: _____ DATE OF BIRTH: _____

PURPOSE: To track progress for goals outlined in the English Learner Plan (rev 04/2023). Progress for each goal is tracked in a narrative manner.

Plan Date: _____

Teacher(s):

--

Listening

Proficiency Score	
Criteria:	Narrative:

Reading

Proficiency Score	
Criteria:	Narrative:

Speaking

Proficiency Score	
Criteria:	Narrative:

Writing

Proficiency Score	
Criteria:	Narrative:

APPENDIX E – EXIT NOTIFICATION

**COLDWATER EXEMPTED VILLAGE SCHOOLS
EL EXIT NOTIFICATION**

Student: _____ Date: _____

Building: _____ Grade: _____

Dear Parent/Guardian:

Congratulations! Your child scored well on the Spring Ohio English Language Proficiency Assessment (OELPA) and has met the criteria to exit our school’s English Learner (EL) 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.

In Ohio, a student is no longer considered an EL when he/she has attained a performance level of Proficient on the OELPA. The Proficient performance level is defined as domain/test level scores of fours and fives in any combination across all four domains. Your child attained the following scores in each of the domains:

Listening: _____ Reading: _____ Writing: _____ Speaking: _____

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

We commend your child for 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,

Amy Mescher
Supervisor of Student Services

**COLDWATER EXEMPTED VILLAGE SCHOOLS
ANNUAL NOTIFICATION OF EL SERVICES**

Student: _____ Date: _____
Building: _____ Grade: _____

Dear Parents/Guardians:

Based on results of the Spring 2022 Ohio English Language Proficiency Assessment (OELPA), your child continues to qualify for participation in the English Learner (EL) program. This program is offered to help your child learn English and make academic progress. It is designed to help your child attain English language proficiency as quickly as possible so that he or she can be successful in academic classrooms.

Specialized instruction is provided by a teacher who works closely with classroom teachers and uses a variety of activities and resources to help children achieve academic success. The EL teacher may also monitor your child's progress by consulting with the classroom teachers. In addition to working with an EL teacher, your child may also participate in other academic supports that the school offers.

You will be receiving a report that provides more detail on how your child performed on this assessment. Your child will be assessed again next spring using the OELPA to measure continued progress in acquiring English proficiency and you will be notified of his or her English proficiency each year.

If you have any questions, please contact me at (419) 678-2611 extension 5316 or mescher.amy@coldwatercavs.org.

Sincerely,

Amy Mescher
Supervisor of Student Services

Coldwater English Learners Exit Monitoring Form

STUDENT INFORMATION

Student Name:	Grade:
School Year:	Date Identified as an EL:
Date Passed State Proficiency Test:	Monitoring Year (circle one): 1 2

STATE ASSESSMENT TEST SCORES

Check here if not applicable

Date:	Test:	Result: <input type="radio"/> Limited <input type="radio"/> Basic <input type="radio"/> Proficient <input type="radio"/> Accelerated <input type="radio"/> Advanced
Date:	Test:	Result: <input checked="" type="radio"/> Limited <input type="radio"/> Basic <input type="radio"/> Proficient <input type="radio"/> Accelerated <input type="radio"/> Advanced
Date::	Test:	Result: <input checked="" type="radio"/> Limited <input type="radio"/> Basic <input type="radio"/> Proficient <input type="radio"/> Accelerated <input type="radio"/> Advanced

CURRENT YEAR STANDARDS

Subject	Term 1	Term 2	Term 3	Term 4
Eng/LA	___ Above Grade Level ___ On Grade Level ___ Below Grade Level	___ Above Grade Level ___ On Grade Level ___ Below Grade Level	___ Above Grade Level ___ On Grade Level ___ Below Grade Level	___ Above Grade Level ___ On Grade Level ___ Below Grade Level
Math	___ Above Grade Level ___ On Grade Level ___ Below Grade Level	___ Above Grade Level ___ On Grade Level ___ Below Grade Level	___ Above Grade Level ___ On Grade Level ___ Below Grade Level	___ Above Grade Level ___ On Grade Level ___ Below Grade Level
Science	___ Above Grade Level ___ On Grade Level ___ Below Grade Level	___ Above Grade Level ___ On Grade Level ___ Below Grade Level	___ Above Grade Level ___ On Grade Level ___ Below Grade Level	___ Above Grade Level ___ On Grade Level ___ Below Grade Level
Social Studies	___ Above Grade Level ___ On Grade Level ___ Below Grade Level	___ Above Grade Level ___ On Grade Level ___ Below Grade Level	___ Above Grade Level ___ On Grade Level ___ Below Grade Level	___ Above Grade Level ___ On Grade Level ___ Below Grade Level
Other _____	___ Above Grade Level ___ On Grade Level ___ Below Grade Level	___ Above Grade Level ___ On Grade Level ___ Below Grade Level	___ Above Grade Level ___ On Grade Level ___ Below Grade Level	___ Above Grade Level ___ On Grade Level ___ Below Grade Level

OTHER PROGRESS MONITORING DATA

Check here if not applicable

Test	Term 1 Benchmark	Term 2 Benchmark	Term 3 Benchmark	Term 4 Benchmark
Star Reading	___ Above ___ On ___ Below			
Star Math	___ Above ___ On ___ Below			
Other _____	___ Above ___ On ___ Below			

ATTENDANCE DATA

	Term 1	Term 2	Term 3	Term 4
Absences				
Tardies				

SUMMARY AND ACTION STEPS

Summary

1. Student meets grade-level learning standards or benchmarks.	
2. Student does not meet grade-level learning standards or benchmarks. English language proficiency is not a reason the student is not meeting grade-level academic standards or benchmarks.	
3. Student does not meet grade-level learning standards or benchmarks. Limited English language proficiency in one or more language domains is a reason the student is not meeting grade-level academic standards or benchmarks	

Action Steps:

--

Date:	Person Completing the Form and Title:
Other Team Members:	

APPENDIX H – MARSHALLESE TRANSLATED DOCUMENTS

Parent Notification Letter for English Learner

Etan ajiri eo _____ Grade _____

First

Last

***Jouj im kojebalak tok pepa in non jikuul ibben ajiri eo nejum.**

Non Mama im Papa ro wot:

Imelele ki aoleb melele kein ilo letta in.

Aet _____ Jab _____

Ikonan bwe juon en iton im komelele ki melele kein ilo kajin eo ao.

Aet _____ Jab _____

Kajin eo ao ej _____

Jinen im Jemen Signature

Date

Telephone numba _____

Note: Jabwe kajin belle ejjab melele in ke ewor naninmej ilo kwe. Botab emaron wor jot jikuul ro im emaron wor jot utamwe koi m emaron komman bwe ren jab maron ak to lok jidik aer jela kajin belle. Elane ajiri eo nejum rej loe ke ewor naninmej ko ibben im rej bobrae ki jen an katok, renaj jiban eok kon melele ko im renaj jiban eok im rikaki eo an ajiri eo nejum.

*Building Secretary/Teacher- Please return to Student Services Office

Jouj im jain im koroltok beba in non jikuul

Etan rijikuul _____ Grade: _____

Imelele kon melele kein ilo letta in ikijen English Learning.

_____ Aet _____ Jab

Ikonan bwe juon en itok im komelele ki melele kein ilo kajin eo ao.

_____ Aet _____ Jab

Kajin eo ao ej _____

Ikonan bwe ajiri eo neju en bok jiban ko ikijen EL ilo naaj yio in school in enaaj bedotok.

_____ Aet _____ Jab

Ne kwoj jab konan bwe ajiri eo nejum en bok jiban jen EL, kem naj kenono ibbem kon jiban ko jot ajiri eo nejum emaron bar bok jiban jen e. **Bukwon eo ajiri eo nejum ej bed ie, rej aikwoj in jela kon waween an ajiri eo nejum wonmanlok ilo jiban ko ej bok jen OELPA; lok in aoleb spring mae enaj tobrak im emman an katok im emman score ko an ilo test ko kajojo.**

Elane kwoj konan wot bwe jiban jen EL en wonmanlok wot, juon eo jen bukwon eo am (district) enaj call e eok im kenono ibbem kake ajiri eo nejum im lale jot plan non yio in jikuul ne tok.

Mama im Papa

Date

Phone number

Kojela non jinen im jemen rijikuul ro im rej katak kajin belle

Etan ajiri eo _____ Kilaaj eo _____

Jikin eo ajiri eo enaj kilaaj ie (kalet juon): _____ Elementary _____ Middle School _____ High School

lakwe Mama im Papa ro:

Bukwon (district) in admen ilo Coldwater rej aikwoj jela ewi jonan kajin English eo an ajiri ro nejed elane rej itok jen lal ko jot ak bed ilo kabijuknen ko im rej kojerbal kajin ko einjuon jen kajin belle (English). Emej aer jermal ibben ajiri eo nejum im lale waween an kenono ak kajin English, konke ej itok jen lal ko jot ak bed ilo kabijuknen ko rej kajin ko jot ijellokin English. Kem kar kojerbal e _____ non am lale jonan English eo an ajiri eo nejum einwot ilo an jela ronjake, kenono, read im jeje kajin belle.

Koj loe ijin tobrak in aer kar lelok jot katok ko non ibben ajiri eo nejum:

Communication Skill	Proficiency Level				
	Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient
Listening	<input type="checkbox"/>				
Speaking	<input type="checkbox"/>				
Reading	<input type="checkbox"/>				
Writing	<input type="checkbox"/>				
Comprehension*	<input type="checkbox"/>				

*itok jen aer kar lale an ajiri eo nejum *ronjake* im *read*.

Itok wot jen kar tobrak in English language proficiency assessment (lale jonan an ajiri eo jela kajin belle) ewor waween jiban ko im enaj walok non wot jiban ajiri eo nejum ikijeen kajin English im ilo katak ko an.

Program kain rej bok jikier non wot jiban ajiri eo bwe en maron im bok konan ilo classroom eo an ak jabrewot jikin eo enaj aikwoj kajin English ie. Elane ajiri eo enaj bed ilo level ko im rej aikwoj bed ie, innem enaj aikwoj in drewojlok jen English Learner program eo.

Jenaj invite e eok bwe kwon itok non mon jikuul im kenono ibben rikaki ro non am jela jabdrewot kon program eo ajiri eo nejum ej bed ie. Elane ewor am kajitok, jouj im kojela kit ok Amy Mescher, Supervisor of Student Services by calling 419-678-4821 extension 5316.

Ilo Kautiej,

District Official

Date

COLDWATER EXEMPTED VILLAGE SCHOOLS EL EXIT NOTIFICATION

Student: _____ Date: _____

Building: _____ Grade: _____

Iakwe non Mama im Papa ro,

Jeramon! Ajiri eo nejum emman score eo an ilo kar Spring Ohio English Language Proficiency Assessment (OELPA) im ejjab bar aikwoj jiban jen program in English Learner eo. Enaj jamllok an bok jiban jen program eo.

OELPA rej lelok alikon yio non lale ewi jonan ajiri ro ilo program in English Learner eo. Ekar non tobrak in test in, enaj kalikar elane ajiri eo nejum ej aikwoj wot jiban ke ta. Elane enaj emman score eo an innem enaj bojrak an bok jiban ko jen program in English Learner program eo.

Ilo Ohio, ajiri ro im emman score ko aer ilo OELPA rejamin bar koba lok ilo program in an EL (English Learning). Enaj alikar ilo test eo am kwe tobrak ke elane score ko am rej 4 im 5 ilo aoleb men. Ajiri eo nejum ekar score e jonen ilo test eo:

Listening (ronjake): _____ Reading: _____ Writing (jeje): _____ Speaking (kenono): _____

Kone ajiri eo nejum emoj an tobrak ilo test in, ejamin bar koba to kilo EL program eo. Botab jouj im jela bwe kem naj lale wot an ajiri eo nejum katok im jiban ne ej aikwoj jiban jabrewot ien.

Kem ej tomak bwe ajiri eo nejum enaj tobrak im komolol eok kon aoleb jiban ko am bwe ajiri eo nejum en maron tobrak.

Ibben dron, jenaj wonmanlok im jiban ajiri ro bwe ren tobrak ilo jikuul.

Ilo kautiej,

Amy Mescher, Supervisor of Student Services

COLDWATER EXEMPTED VILLAGE SCHOOLS ANNUAL NOTIFICATION OF EL SERVICES

Student: _____ Date: _____

Building: _____ Grade: _____

Mama im Papa ro,

Ekkar non tobrak in kar Ohio English Language Proficiency Assessment (OELPA), ajiri eo nejum ej maron in bok konan ilo program in EL eo. Program in ej non jiban ajiri eo nejum maron kajin belle im wonmanlok ilo katok ko an ilo jikuul. Ej non jiban bwe ajiri eo nejum bwe en maron jela kajin belle ilo juon ien eo emakoj kotien im emaron bar jiban e ilo an wonmanlok ilo classroom eo an.

Ewor jot waween ko im emoj karoki non ajiri eo bwe en jiban ilo an emman lok an katok ilo jikuul. Rikaki in EL ro renaj bareinwot lale an ajiri eo nejum wonmanlok ilo aer kenono ibben rikaki ro an. Ajiri eo nejum emaron bar koba lok ibben group ko jot mon jikuul eo ej karok lok non e.

Ajiri eo nejum enaj bar bok OELPA ilo spring non lale wonmanlok eo an ilo kajin belle im jenaj kojela eok kon tobrak in OELPA eo an.

Ne ewor am kajitok, jouj im call e tok eo ilo 419-678-2611 ext. 5316 ne jab ekwe
mescher.amy@coldwatercavs.org

Ilo wot kutiej,

Amy Mescher

Supervisor of Student Services

Carta de Notificación Para los estudiantes que aprenden Ingles

Estudiante _____ Grado _____

Edificio (por favor marca): _____ Primaria _____ Secundaria _____ Preparatoria

Queridos Padres/guardianes:

Es necesario que nuestro distrito escolar accese la proficiencia de la lengua de inglés de todos los estudiantes quienes lengua nativa es diferente que inglés. Las habilidades de comunicación de su niño/a, han sido accesado porque la lengua nativa de tu niño/a no es inglés. Nosotros hemos usado el _____ para accesar la proficiencia de la lengua ingles de su niño/a en escuchar, hablar, leer, y escribir.

Lo siguiente son los resultados de la evaluación inicio:

Habilidades de comunicación	nivel de proficiencia				
Escuchar	<input type="checkbox"/> pre-funcional	<input type="checkbox"/> principio	<input type="checkbox"/> intermedio	<input type="checkbox"/> avanzado	<input type="checkbox"/> competente
Hablar	<input type="checkbox"/> pre-funcional	<input type="checkbox"/> principio	<input type="checkbox"/> intermedio	<input type="checkbox"/> avanzado	<input type="checkbox"/> competente
Leer	<input type="checkbox"/> pre-funcional	<input type="checkbox"/> principio	<input type="checkbox"/> intermedio	<input type="checkbox"/> avanzado	<input type="checkbox"/> competente
Escribir	<input type="checkbox"/> pre-funcional	<input type="checkbox"/> principio	<input type="checkbox"/> intermedio	<input type="checkbox"/> avanzado	<input type="checkbox"/> competente
Comprehension	<input type="checkbox"/> pre-funcional	<input type="checkbox"/> principio	<input type="checkbox"/> intermedio	<input type="checkbox"/> avanzado	<input type="checkbox"/> competente

**El nivel de comprensión está derivado de Escuchar y Leer*

Basado en los resultados de la evaluación de la proficiencia de la lengua de inglés como indicado arriba, un Plan de Aprender Inglés (EL) será desarrollado para ayudar al estudiante a aprender el inglés y hacer progreso académico.

El programa o combinación de programas indicado en el Plan de Aprender inglés serán designados para ayudar a alcanzar la proficiencia de la lengua inglés tan rápido posible para que su niño pueda participar efectivamente en las clases donde el inglés es la lengua de la instrucción. Cuando un estudiante alcance el nivel necesario de la proficiencia de inglés, el o ella dejara del programa de Aprender Inglés (EL) del distrito.

Vamos a invitarle a visitar la escuela y conocer al personal para aprender más del programa de Aprender Inglés de su niño. Si Ud. tiene preguntas, por favor estar en contacto con Amy Mescher, supervisora de los servicios estudiantil. Llame 419-678-4821 extensión 5316.

Sinceramente,

Oficial del distrito

Fecha

Carta de notificación para los padres de los aprendices de inglés

Nombre de estudiante _____ nivel _____
NombreApellido

***Por favor regrese esta hoja a la escuela con su hijo/a**

Solamente para los padres:

Yo entiendo la información dentro de esta carta.

Si _____ No _____

Yo me gustaría que alguien me explique la información en mi lengua nativa.

Si _____ No _____

Mi lengua nativa es _____

La firma del padre/guardian

Fecha

Número de teléfono _____

Nota: La proficiencia limitado de inglés no es una discapacidad de aprender. Sin embargo, algunos estudiantes pueden tener una discapacidad de aprender en adición que ser limitado en la proficiencia de inglés. Si su niño está diagnosticado como tener una discapacidad de aprender, el o ella

*Secretaria/Maestro del edificio, por favor devuelva a la oficina de los servicios estudiantiles.

COLDWATER EXEMPTED VILLAGE SCHOOLS

EL EXIT NOTIFICATION

Estudiante: _____ Fecha: _____

Edificio: _____ Nivel: _____

Queridos Padres/Guardianes:

Felicidades! Su hijo obtuvo una nota buena en Spring Ohio English Language Proficiency Assessment (OELPA) (La evaluación de la proficiencia de la lengua de inglés en la primavera) y ha obtenido los criterios para salir el programa de aprender el inglés (EL) de la escuela!

EL (OELPA) es un examen anual del progreso que nos da a todos los estudiantes de aprender el inglés para determinar el nivel de la fluencia de la lengua del inglés. Según los resultados del examen, su hijo ha logrado el nivel necesario de la proficiencia de la lengua de inglés para avanzar en las académicas de la clase sin más servicios de apoyo de la lengua inglés.

En Ohio, un estudiante no está considerado un (EL) estudiante de aprender el inglés cuando el/ella ha alcanzado un nivel de rendimiento de (Proficient) competente en el OELPA. Para recibir el nivel de rendimiento de (Proficient) competente, es necesario que su hijo/a reciba calificaciones de cuatro y cinco en todas las partes de la evaluación. Su hijo/a ha obtenido las siguientes calificadas en cada parte

Escuchar: _____ Leer: _____ Escribir: _____ Hablar: _____

Ahora que su hijo/a ha logrado los criterios de arriba, el o ella no participará en el programa. Sin embargo, por favor puede estar seguro que nosotros continuaremos observando el progreso de su hijo/a y proporcionar apoyo académico si es necesario.

Nosotros elogiamos a su hijo/a por el progreso que ha hecho en lograr la proficiencia de la lengua de inglés y queremos agradecerle por apoyar el aprendizaje de su hijo/a Juntos, continuaremos apoyando a su hijo a tener éxito en la escuela.

Sinceramente,

Amy Mescher

Director de Servicios de los Estudiantes

COLDWATER EXEMPTED VILLAGE SCHOOLS

NOTIFICACIÓN ANUAL DE LOS SERVICIOS EL (aprender el inglés)

Estudiante: _____ Fecha: _____

Edificio: _____ Nivel: _____

Queridos Padres/Guardianes:

A causa de los resultados de la evaluación de la proficiencia de la lengua de inglés de Ohio (OELPA), su hijo/a continúa a participar en el programa de los aprendices de la lengua inglés (EL) Este programa está ofrecido para ayudar a su hijo a aprender el inglés y hacer el progreso académico. Está diseñado para ayudar a su hijo a alcanzar la proficiencia de la lengua inglés lo más rápido posible, para que él o ella pueda tener éxito en las clases académicas.

La instrucción especializada está proporcionado por un/a maestro/a quien trabaja cercana con los/las maestros/as en las clases y usa una variedad de actividades y recursos para ayudar a los niños a lograr el éxito académico. El/La maestro/a de (EL) aprender el inglés también puede observar el progreso de su hijo/a y consultar con los maestros de las clases.

Además de trabajar con un/a maestro/a de aprender inglés (EL), es posible que su hijo/a pueda participar en otros recursos académicos que la escuela ofrece.

Su hijo/a se evaluará otra vez en la primavera con el uso de la evaluación de (OELPA) para medir el continuado progreso de la proficiencia de la lengua inglés. La escuela le notificara a Ud. la proficiencia de la lengua inglés de su hijo/a cada año.

Si tiene Ud. preguntas, por favor contactese al número (419-678-2611 ext. 5316

mescher.amy@coldwatercavs.org

Sinceramente,

Amy Mescher

Director de los Servicios Estudiantiles

Por favor firma y regresa este papel a la escuela

Estudiante: _____ Nivel: _____

Yo comprendo la información en la carta de los servicios EL (aprender inglés)

Sí No

A mi, me gustaría que alguien pueda explicar la información en mi lengua nativa.

Sí No

Mi lengua nativa es: _____

A mi, me gustaría que mi hijo reciba los servicios (EL) aprender inglés para el próximo año escolar.

Sí No

Si Ud. no quiere que su hijo/a reciba los servicios EL (aprender inglés), nosotros discutiremos otro apoyo que su hijo/a puede recibir. Todavía es necesario que la escuela observe el progreso de su hijo/a con la evaluación (OELPA) cada primavera hasta que su hijo/a logre los criterios de salir del programa.

Si Ud. quiere continuar con los servicios (EL) de aprender inglés para su hijo/a, un/a representante del distrito le contactara a Ud. para evaluar el plan de EL de su hijo/a para el próximo año escolar.

Padre/Guardian

Fecha

Número de teléfono