

English Learner Program Handbook

Pymatuning Local Schools

2021-2022 School Year



DISTRICT BOARD OF EDUCATION GOALS

Students in the Pymatuning Valley Local School District will achieve a 95% attendance rate as measured by the state report card. 100% of the students in the Pymatuning Valley Local School District will be proficient or higher on ODE state tests.

**Pymatuning Valley Local Schools
Christopher Edison, Superintendent
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EL Program Vision

The EL Program of the Pymatuning Valley Local School District is based on a respect for each child, his/her native culture, and the positive contributions individuals can make to society when they are provided an accepting environment with-in a quality educational setting.

EL Program Goals

The EL Program of PVLSD strives to support the development of English language literacy for LEP students - so that they can achieve success in the language domains of reading, writing, listening and speaking.

The PVLSD English Learner Program

History and Overview

Historically, the incidence of identified EL students with-in Pymatuning Valley Local Schools has been very low - especially as compared to districts and counties to the north and west. (i.e. Ashtabula Area City Schools, Geneva Schools, Painesville/Lake County). In recent years, the count of identified EL students across the district has ranged from 1 to 3 students.

The EL students in PVLSD typically reflect a range of English language proficiency levels and grade placements. The home languages represented have included Spanish, Tagalog, Kapampangan and Pennsylvania Dutch.

The EL program in PVLSD is implemented in alignment with the research-based *Principles of Second Language Instruction*, as recommended by the Ohio Department of Education:

1. Provide learning settings in which students feel at ease.
2. Allow students to demonstrate comprehension in multiple ways/ using visuals as essential supports.
3. Develop language proficiency with-in meaningful contexts.
4. Support the simultaneous development of reading, writing, listening and speaking.
5. Recognize that mistakes are part of the learning process.

The English Learner program prepares students for academic success through content-based language instruction focusing on focusing on skill-development in reading, writing, listening and speaking.

The instruction at all levels (elementary, middle and high school) allows for flexibility to accommodate for diverse educational needs, and varying levels of language proficiency. Collaborating with content area teachers helps maximize instruction, while preparing students to more fully participate in classroom content and share meaningful academic tasks with peers. Based on their level of language proficiency and other academic factors, students are either scheduled for in-classroom collaborative support or individual /small group pull-out services. Sometimes, a combination of these two EL approaches works best for students in PVLSD.

Services to EL students are provided by contract with the Ashtabula County Technical and Career Center 's ASPIRE program. One EL teacher is assigned to PVLSD to provide instruction, collaborate with teachers and communicate with families. The current number of active, identified EL students is 1.

In addition, a student new to the district in the fall of 2021 is mid-way through the two-year EL monitoring phase (May 2022). This student earned EL program exit (based on OELPA scores) from his previous school.

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
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
ELP	English Language Proficiency
ESSA	Every Student Succeeds Act
MAP	Measure of Academic Achievement
DRA	Developmental Reading Assessment

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 -

<p>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.</p>	<p>1. In what language(s) would your family prefer to communicate with the school?</p> <p>_____</p>
<p>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.</p>	<p>2. What language did your child learn first?</p> <p>_____</p> <p>3. What language does your child use the most at home?</p> <p>_____</p> <p>4. What languages are used in your home?</p>

The LUS form is available in English, Arabic, Chinese, Creole French, Japanese, Nepali, Russian, Somali, Spanish, Swahili, Turkish, Twi and Vietnamese. Services to make the LUS accessible for speakers of other languages will be provided either electronically, or in person, as the situation warrants.

The answer to Question 1 is used to provide families with information in the language they request.

Language Usage Surveys are filed in individual student records at the building level, and with the district digital student 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 (EL teacher, coordinator etc.)

The questions in Appendix B of the LUS are optional, and administered either at the time of registration - or by the EL teacher/coordinator, if further information is needed to process and screen the student.

Part Two - Screening

The EL teacher/coordinator determines if the student should be screened by using the OELPS, or by reviewing their school records if the student is transferring from other district.

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 in this manual. Letters can be prepared in English, or if requested, the native language of a PVLSD family.

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

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. See District Forms section of this manual.

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.

Refusal of EL Services

Parents have the right to refuse services by indicating this on the parent notification letter. EL Staff will contact the parents to ensure they understand the benefits of the EL program. Parents may choose to change their refusal to acceptance. If parents still refuse service, a refusal letter is sent home for the parents to sign. This signed letter is put in the cumulative folder, at the building level. The student is still

identified as an EL, is eligible for EL accommodations and will take the OELPA. In this case, the student's language needs will be met by general education staff. Each year the EL staff will offer the EL Program to the student's family. A signed letter declining EL services must be obtained each year. The parents can choose to accept EL service at any time.

EL Folder/Cumulative School Records

The EL teacher will maintain current records for each student in the individual student building (cumulative) files. Copies of the LUS, the OELPS score report, copy of the parent notification letter or evidence from other states is placed in this file, as well as any refusal letters OELPA score reports and record of monitoring former EL students for two years after an earned exit from the program (based on OELPA scores). These documents are kept on file with other student records in the building office, and are intended to follow the student as they move to other schools.

Copies of the results of relevant district tests, work samples, meeting notes, other parent communications and any pertinent formative/summative assessments are maintained by the EL teacher in a separate file in a secure area agreed upon by the EL teacher and the building principal.

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 1’s and 2’s 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 4’s and 5’s on the four domains.

Students who score as proficient on the OELPA are exited from the EL program. The district continues to monitor them for the following two years. The EL teacher monitors and records that the student is maintaining adequate academic progress for these two years through teacher contacts, report card checks and student contacts. The Monitoring Instrument for Students Earning Exit from the program, is included in this manual under District Forms.

If OELPA scores are available from ODE at the time of year-end reporting, parents are informed of their student’s results in individual correspondence to families (as final report cards are issued). If the scores are not available at this time, the parents are informed by way of the Family Reports for OELPA results. These reports are mailed to the district in June of each year. If needed translated versions are available. Source ODE website.

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. Through contacts with teachers and the student, and by analysis of the data available, staff must conclude that the difficulties seen are due to language acquisition issues- and not a disability or reading proficiency concern - for the steps of re-identification to be initiated (i.e. parent approval, OELPS testing, acceptance of services, etc.)

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 SSMT team at the building level. If the team determines that language is an issue in these difficulties, the student may be rescreened.

EL Programs

Pymatuning Valley Local Schools offers the following programs for EL students:

- * push-in support in collaboration with content area teachers - to foster academic success in the classroom, with peers.
- * pull-out individual or small group sessions designed to support the improvement of reading, writing, listening and speaking skills - toward meeting classroom subject area expectations.
- * assistance in re-formatting or reading aloud tests for the content areas, in cooperation with the content area teacher, to help ensure that the comprehension of tasks and the types of responses expected are not hampered by language differences or misunderstandings.

EL instructional materials from Ashtabula County Technical and Career Center are utilized as appropriate for the language levels in the current caseload. Curriculum materials from Hampton-Brown, Child 1st Publications (SNAPWord cards and app), Weekly Reader for ELLs, Reading A to Z, Newsela and ESL Smart are tools frequently used.

Materials for instruction with ELs are often those used in the regular classroom - with adaptations to allow for a reduced linguistic load. Scaffolds for instruction differ depending on the language proficiency level of the student. Methods to increase access to the content of the classroom include pictures, manipulatives, graphic organizers, videos, sentence frames, sentence stems, front-loading vocabulary, simplified instructions for tasks, peer helpers, use of home language, word wall, word banks, multiple means of expression to represent mastery, repeating, paraphrasing, modeling, think-alouds, and self-designed student vocabulary notebooks/dictionaries.

Placement Procedure

ELs are placed in the grade that most closely aligns to their age, as they enter the district. In cases with evidence of notably delayed or interrupted formal education, school staff meets to discuss the possibilities of other options that might be considered.

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 the program, and the nature of EL services to be provided.

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 standards. 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

The Pymatuning Valley Local School District uses an EL plan that outlines the nature of services to be provided, records progress on OELPA scores, and notes appropriate goals, modifications and accommodations. The EL teacher completes the plan once the student has been screened, identified, and parent letters are processed. Once developed the EL plan is placed with-in the individual student files in the building office. It is updated annually at the time OELPA scores are reported to the district. Sharing the plan with collaborating teachers supports the effectiveness of all instructional. The plan template can be found in this manual under District Forms.

Reporting progress to parents of ELS

Progress reports to families are sent home 2 times each year. Two formats are used - one for grades k-5, and for grades 6-12. Parents are invited to contact the EL teacher at any time with questions or concerns. The year-end report includes the Spring OELPA scores (if they are available) with a comparison to last year's scores. When parent meetings are held, EL progress in the areas of reading, writing, listening and speaking are specifically addressed.

Instruction in the Mainstream/Content Area Classes

Classroom and content area teachers in PVLSD work together with the EL program staff to provide scaffolds, accommodations and modifications for ELs in their classes. Professional development is offered, in consultation with building principals, and in response to teacher inquiries on - effective EL instructional strategies, common myths for ELs and suggestions for communicating with EL families.

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 administered annually to all students identified as English Learners. Testing is completed whether students are active on the EL caseload, or not.

The grade bands for testing are: K, 1, 2-3, 4-5, 6-8, and 9-12. The assessment window for the 2021-2022 school year is January 31 until March 25, 2022.

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 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 afterward, with results of the assessment - which include implications for instruction and next-steps in the further development of language skills.

State and District 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. With the exception of English Language Arts, an interpreter can be used on the other content area tests. See the ODE Test Administrator and Accommodations Guides for State Tests, for details and decision-making.

Grade Retention

Pymatuning Valley Local Schools 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

Learning English as a second language is not a disability. PVLSD strives to correctly identify ELs for Special Education services. The EL teacher should be 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 work together to design language support.

For information on the Special Education services available for students in Pymatuning Valley Local Schools, individuals can visit the district website at: www.pvschools.org

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. As applicable, the district will ensure that parents requesting a language other than English for school communication, are aware of these opportunities by forwarding information in a language understandable to them.

Parent Communication

Pymatuning Valley Local School District plans for effective parent communication to support the language proficiency development of the student. Parents are asked for their preferred language for school communication in the Language Usage Form, upon registration. (The required use of this ODE document, for registrants new to the district, began with the '18-'19 school year.) The district provides translations to maintain communication with the family when at all possible. The content of the PVLSD website can be translated by its users, in their choice of several languages. Translation or interpretation on a daily basis in the school buildings is accomplished as needed using a device with Google Translate.

More recently the Talking Points app, which provides translation for 100+ languages, has been used successfully to assist in family communication as schools moved to distance learning with the COVID-19 pandemic. Also, as health and safety information from the CDC became part of the daily news in Ashtabula County, just before school closings, translated versions of CDC-COVID bulletins were available if needed for second-language families.

Family and Community Engagement

Home-school partnership is encouraged by PVLSD through correspondence with the home, progress reports as appropriate, news on testing schedules, EL teacher involvement in parent-teacher conferences, IEP meetings, open houses, meet-the-teacher and other special family outreach events as possible through the school year. Families are reminded with notes in their home language (as needed) of up-coming district and state tests, to encourage support from home in helping students do their best.

Annual EL Program Evaluation

The EL teacher reviews the program after the scores from the Spring OELPA are forwarded to the district each May. Scores and program records are examined for students - screened in, screened out, demonstrating gains in at least one language domain, earning an exit with proficient scores, in the EL program for 5+ years, entering the district, leaving the district, native/home languages represented, in the monitoring process following earned exits, home-school communication and the completeness of student records. Program goals are set for the next school year to improve areas of need.

District EL Staff

Darlene Y. Kightlinger - EL Specialist for students K - 12, part-time, all district buildings.

M. Ed. Special Education - Edinboro University of PA B.S. Speech Therapy - Edinboro University
of PA

License: Intervention Specialist (K-12) - Ohio Credential # 21826602

Ohio TESOL Endorsement coursework completed - Heidelberg University, Tiffin, Ohio

Reports to: A-Tech ASPIRE Supervisor, Shae Ballard

Contracted by: Ashtabula County Technical and Career Center, ASPIRE Program

EL Specialist Position Description

The English Learner (EL) Specialist provides English language acquisition skills instruction to students who have been identified in Pymatuning Valley Local Schools as EL (English Learner) using the OELPS - Ohio's online screening instrument. EL Specialists are hourly employees of the Ashtabula County Technical & Career Center (A-Tech) who are contracted by PVLSD to provide EL Support Services. EL Specialists are employed on either a full or part-time basis in the schools based on the PVLSD academic calendar.

DUTIES AND RESPONSIBILITIES

1. Instructs using recognized EL best practices aligned with second language acquisition theory and research appropriate to grade levels and language levels of assigned students using approved EL curriculum, supplemental materials, technology, and other resources.
2. Develops grade/English language skill level appropriate lesson plans aligned to Ohio's English Language Proficiency (ELP) Standards for EL students, supporting the Ohio Learning Standards in the content areas.
3. Utilizes formative and summative assessment data from (but not limited to) the following sources to inform instruction: Placement testing, EL classroom testing, student observation, and district progress monitoring tools.
4. Coordinates with classroom teachers, building Principals and other school personnel to continuously monitor student progress through a combination of formal and informal assessment practices; adjusts teaching accordingly, collaborates with others as necessary to meet the academic, social, and emotional needs of the EL students.
5. Establishes and enforces classroom rules and student behavior expectations adhering to the prescribed common code of conduct/reward system utilized by the school to which they are assigned.
6. Maintains ongoing communication/contact with the District Special Education Coordinator regarding concerns about student progress, parents, staff, scheduling changes, working conditions, instructional needs, etc.
7. Actively promotes collaboration with content area teachers to provide background knowledge for teaching EL students, suggest EL-specific strategies to plan for instruction in a diverse classroom.
8. Works cooperatively with the District Special Education Coordinator, building principals and classroom teachers in scheduling of EL students for services, providing input for instructional planning, and IEP related services for specific EL students. The EL specialist attends related meetings and prepares reports, as required.
9. Administers specialized tests on a district-wide basis, and performs all related preparation and follow through duties as delegated the District or Building Test Coordinator.
10. Writes yearly student goals and assesses previous goals annually for students using an EL Individual Program Plan, and follows related update procedures.
11. Prepares and distributes individual student EL Progress Reports for parents, as appropriate in alignment with the procedures of the assigned buildings. (This is in

addition to the OELPA Family Score Reports, prepared for distribution by ODE following the annual spring administration of this online test.)

12. Follows procedures for: maintaining student EL office records, student work folders, attendance, inventory control, requisition requests, parental acceptance or refusal of EL services, teacher absenteeism, updating student plans, payroll, travel reports and additional procedures instituted during the year.
13. Follows district protocols for fire drills, lock downs, tornado drills, and other emergency building procedures.
14. Assumes responsibilities as assigned by the District Special Education Coordinator/Test Coordinator in relationship to student records, state testing, internal reports, curriculum review, and special projects, etc.
15. Attends required EL professional development (in-house and off-site) and provides written feedback and/or oral report to the team and the district and, if required, to others.

SUPERVISION

Directly supervises assigned EL students and provides basic supervision to other students under special circumstances as requested by either district or building administrative personnel. Works independently in carrying out responsibilities with minimal daily supervision; receiving support from the District Special Education Coordinator. Receives assignments from and reports directly to the District Special Education Coordinator or, in his/her absence, to the Aspire and Youth Opportunities Program Supervisor located at the A-Tech campus in Jefferson, if the situation warrants.

WORKING CONDITIONS

Travel between school buildings and other locations may be required. Sharing common areas for group or one-on-one instruction may be required, as are maintaining professional interpersonal contacts with staff, meeting time-sensitive state testing and reporting deadlines, participating in parent teacher conferences as needed, and participation - with an overnight stay - in the annual Ohio TESOL conference.

REQUIRED QUALIFICATIONS

Valid Ohio teacher license or certification for assigned grade level; TESOL endorsement, or course work in EL pedagogy working towards the Ohio TESOL endorsement (per ODE current regulations)

Ability to relate to parents, students, and others of multicultural backgrounds; knowledge of problems facing families and students immigrating to the U.S. and ways to assist them

Ability to convey basic knowledge about EL students' learning levels, educational needs, second language theory and practical classroom applications to others in user-friendly terms

Ability to work collaboratively and professionally in all phases of the job: teaching, analyzing data, student referrals, district testing situations, parent and community partner communication as well as assisting with assigned special projects

Ability to prepare lesson plans aligned to current ODE English Language Proficiency Standards (ELP) ,to differentiate instruction in a multi- level EL class and to analyze and utilize student data to have a positive impact on EL student performance.

Demonstrate good character, work ethic, oral/written communication skills, interpersonal skills. Possess professional attitude, stamina, emotional stability, patience, high standards for self and students, and a commitment to the welfare of and genuine care and concern for students.

District Forms

(See following pages)

***Student Summary Sheet and Instructional Plan**

***Parent Letter - local scores**

***Parent Letter - no local scores**

***Parent Letter - declining services**

***Monitoring Form - earned exit from EL program**

*Handbook format and content was based upon the EL resources developed by Jill Kramer, EL Coordinator at the ESC of Central Ohio.

OELPA Results

School Year	Grade	Building	Rdg	Wrtg	Listg	Spkg	DESIGNATION/CODE

Accommodations for State Assessments (content areas) - Extended time and use of an approved word-to-word dictionary. Modified assessments or translations available for beginners meeting ODE criteria

Instructions/Directions:

- Write/repeat directions slowly, in distinct steps with visuals
- Show examples of expected outcomes
- Teach study skills/how to use texts
- Model expectations (I do, we do, you do)
- Have student repeat directions

Content Area Teaching:

- Provide written key vocabulary
- Reduce answer choices, modify type or number of questions
- Provide for extended response time
- Plan for cooperative learning/language buddy
- Provide rubric options to 'show what they know'

21-22	22-23	23-24	24-25	“ I can” Target(s) for Instructional Focus (re EL Standards)
				I can understand what I read and hear.
				I can exchange information and ideas while building on the thinking of others.
				I can talk and write about what I read.
				I can express my opinion and tell you why.
				I can research and share what I learn to answer questions and solve problems.
				I can identify the details an author uses to support the main point.
				I can choose my words to fit my audience and activity.
				I can figure out what words mean by reading and listening for clues.
				I can speak and write in an organized way.
				I can correctly use English to communicate. DK 10/17

Date: _____

Dear Parent or Guardian of _____,



Welcome to Pymatuning Valley Local Schools. Your child's enrollment form indicates that a language other than English is spoken in the home. Our English Language Program staff has reviewed your child's school records.

_____ Your child has been identified as an English learner in another Ohio school. He/She will continue to receive English language services in this school. Please sign the next page. *

_____ Your child has been identified as an English learner in a school outside of Ohio. He/she will continue to receive English language services in this school. Please sign the next page. *

_____ Our staff has determined that your child did not qualify for English language services in another school in Ohio or another state. He/She will not receive English language services. If you have any concerns about your child's English language development, please contact Mrs. Darlene Kightlinger

_____ Our staff has determined that your child has exited from an English language program in another school in Ohio or the USA. He/She will not receive English language services. If you have any concerns about your child's English language development, please contact the building EL staff person.

*Please sign the next page and return it to school by _____.

If you have questions, please contact the building EL staff.

Sincerely,

EL Teacher

(Adapted from the EL resources developed by Jill Kramer, ELL Coordinator - ESC Of Central OH,4/20)

Consent Form



Name of Student _____

Dear Parents or Guardians,

Please sign and return this page to your child's school by _____

_____ Yes _____ No I understand the information in this letter.

_____ Yes _____ No My child can join the English Learner program.

_____ Yes _____ No I need more information about this program in my native language.
My native language is _____

_____ Si _____ No Necesito mas informacion sobre este programa en mi lengua materna.
Mi lengua materna es _____

Signature/Firma

Date/Fecha

Phone number/telefono

(Adapted from the EL resources developed by Jill Kramer, ELL Coordinator - ESC Of Central OH,4/20)

Date: _____ Date: _____

Dear Parent or Guardian of _____

The school assessed your child's English language proficiency. This is required by the State of Ohio for all students who have a language other than English spoken in the home. Your child was assessed with the Ohio English Language Proficiency Screener (OELPS).



Here are your child's scores.

Listening _____	Speaking _____			
Reading _____	Writing _____			
Proficiency Level –	Emerging	Progressing	Proficient	(circle one)

_____ Your child qualified for the English Language Learning Program. This program helps children learn to listen, speak, read and write in English. Your child will receive help in English during the school day. The classroom teacher and the English Learner (EL) teacher will work together to support your child. Your child will continue to receive EL services until he or she scores as Proficient on the Ohio English Language Proficiency Assessment (OELPA).

The OELPA is given once a year, in February and March, to measure progress in English language skills. There are four parts to the test – listening, speaking, reading and writing. Students will earn a score of 1 to 5 on each part. A score of "1" means the student is just beginning to learn English. A score of "5" means the student is proficient in English.

A description of "**Emerging**" means the student has scores of "1" and "2".

A description of "**Progressing**" means the student has a combination of scores but is not yet proficient.

A description of "**Proficient**" means the student has scores of "4" and "5" and will exit the program.

Our program will help your child learn English so he/she can better participate in classroom work. Students continue to receive support in the English Language Learning Program until they score Proficient on the OELPA test, given each spring.

_____ Your child did not qualify for the English Language Learning Program. You **do not** need to sign and return the next page.

Please sign the next page and return it to school by _____.

If you have questions, please contact _____.

Sincerely,
EL Teacher



Name of Student _____

Dear Parents or Guardians,

Please sign and return this page to your child's school by _____
(date)

_____ Yes _____ No I understand the information in this letter.

_____ Yes _____ No My child can join the English Learner program.

_____ Yes _____ No I need more information about this program in my native language.
My native language is _____

_____ Si _____ No Necesito más información sobre este programa en mi lengua materna.
Mi lengua materna es _____

Signature/Firma Date/Fecha Telephone/telefono



English Learners Program

Parent Notification: Declining Service from the EL Program

I. Student Information:

Name: _____

D.O.B. _____ Building: _____

Address:

Parent name: _____ Telephone: _____

Student grade: _____ in School year: _____

II. Please review the information below, complete Section III, sign and return to the EL program in the envelope provided.

Most recent OELPA results - Test date: _____

Reading	Writing	Listening	Speaking	Designation

NOTE: E.L. support can start again at any time. As an E. L. student, a word-to-word dictionary and extra time are accommodations due him/her on Ohio State Tests.

III. Parent Response:

 I understand the above information. At this time, I decline E.L. service for my child.

I understand the student will still be required to complete the Spring OELPA test each year.

Parent/Guardian Signature

Date

Parent name - please print name here

DK 8/19

Monitoring Form for students earning exit from EL
(based for OELPA scores)



Date: _____

Student name: _____

DOB: _____ Entered US Schools: _____

Date entered EL: _____, in grade: _____

Exit earned: Spring 20_____, with the following scores:

OELPA Scores:

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

EL staff completing form: year #1: _____

year #2: _____

STUDENTS ARE FOLLOWED FOR TWO YEARS AFTER EARNED EXIT. IF NO CONCERNS ARE NOTED RELATING TO ENGLISH LANGUAGE LEARNING, MONITORING WILL BE DROPPED.

School year	Grade	Mid-year Report card check	Mid-year Check in with student	End of year Report card check	End of year Check in with student
		_____ O.K. _____ needs follow-up	_____ O.K. _____ needs follow-up	_____ O.K. _____ needs follow-up	_____ O.K. _____ needs follow-up
		_____ O.K. _____ needs follow-up	_____ O.K. _____ needs follow-up	_____ O.K. _____ needs follow-up	_____ O.K. _____ needs follow-up

** If follow-up is needed, note actions here:*

DK,9/19.