

Sylvania Schools English

Learner Handbook



District Mission Statement

Mission Statement: To prepare students to be lifelong learners and engaged citizens

Vision: To be an exceptional public school district that teaches and inspires students to contribute to society in meaningful and compassionate ways

Sylvania Schools Values:

Student-Centered: Compassionate and inclusive learning to foster mutual respect and well-being

Safe: Stable physical and emotional environments with personal accountability

Innovative: Collaborative, forward-thinking approaches for continual improvement

Achievement: Performing at consistently high levels to realize individuals and collective goals

Table of Contents

EL Program General Information	Page 2
Identification of English Learners	Page 4
EL Program Instructional Services and Materials	Page 9
OELPA	Page 10
Ohio State Tests	Page 11
Supporting EL Students in the Regular Education Classroom	Page 11
EL Staffing and Responsibilities	Page 20
Parent Involvement	Page 23
EL Program Evaluation	Page 24

EL Program General Information

Philosophy

The purpose of the Sylvania English Learner (EL) program is to help EL students overcome linguistic and cultural difficulties in order to assure that they receive an equitable educational opportunity.

Description of EL Program Highlights

- A focused approach is in place to achieve literacy in the English language and success in all school subjects
- The program model aligns with the state curriculum and state standards
- The school climate values the languages and cultures of linguistic minority students
- Decisions for placement, entry/exit, and for prescribing services are based on assessment, information from the parents, a review of the student's record, and the decision of the educational team
- Instruction closely integrates, listening, speaking, reading, and writing
- Services are individualized and varied to accommodate the needs of students in making a smooth transition to an all-English setting
- Collaboration by staff members is encouraged and supported by school administration
- Use of instructional materials integrate the learning of English and other subjects
- A district-wide effort to increase parental participation in school activities is emphasized by school personnel
- A district-wide staff development program is designed to assist all teachers to become effective instructors
- The district provides coordination between EL, special education, and Title efforts

Values

The EL staff will acknowledge the value of the students' primary cultural heritage, while helping students develop an awareness of their new American Culture. School teaching staff that interacts with EL students will be offered consultation regarding the students' cultural experiences and background. The EL staff will support and encourage the parents to become involved in the school community.

The general principles of language acquisition reflected throughout the EL program are as follows:

- Language is functional
- Language varies
- Language learning is cultural learning
- Language acquisition occurs through meaningful use and interaction
- Language processes develop interdependently
- Bilingualism is an individual and societal asset

Goals

- To identify all English Learner (EL) students in the district
- To determine if EL students need special assistance to participate equitably in Sylvania Schools
- To provide EL students with assistance to attain the English required to successfully participate in the educational program in a timely manner

- To provide EL students with access to their grade-level curricula so they can meet promotion and graduation requirements
- To enable EL students to use their knowledge of the home language to maintain growth of concept understanding in academic areas
- To help EL students understand their own cultural background and create opportunities for success and allow positive self-esteem growth
- To assist EL students in the process of acculturation to American schools and culture
- To provide EL students with equal opportunities to participate in all programs such as gifted and talented, advanced placement courses, athletic programs, career tech education, etc.

The EL program will strive to help students meet the following standards in accordance with the Ohio Language Proficiency Standards provided by the [Ohio Department of Education](#):

1. Construct meaning from oral presentations and literary and informational texts through grade-appropriate listening, reading, and viewing
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analysis, responding to peer, audience, or reader comments and questions
3. Speak and write about grade-appropriate complex literary and informational texts and topics
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence
5. Conduct research and evaluate and communicate findings to answer questions or solve problems
6. Analyze and critique the arguments of others orally and in writing
7. Adapt language choices to purpose, task, and audience when speaking and writing
8. Determine the meaning of words and phrases in oral presentations and literary and informational texts
9. Create clear and coherent grade-appropriate speech and text
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing

Types of Services for EL Students

In order to accomplish these goals, the EL staff will serve EL students as needed in a variety of settings:

- Pullout program individually or with a small group of students
- The EL teacher, bilingual assistant and regular education teacher work together in an inclusive setting in the classroom
- EL staff helping the classroom teacher find language level-appropriate materials and instructional methods to supplement teaching and learning

Terms

The following terms are helpful in discussing and understanding the English Learner program:

EL Term	Definition
EL	English Learner
EL Program	A program of techniques, methodology, and special curriculum designed to teach EL students English language skills, which include listening, speaking, reading, writing, and study skills. EL instruction is usually in English with little use of native language.
Immersion	Students are placed in classrooms where instruction

	is provided in English. The EL staff member provides intervention and instructional support.
Inclusion	The EL teacher and regular education teacher together in an inclusive setting in the classroom
HLS	Sylvania Schools has a responsibility to use a Home Language Survey to identify English learners.
OELPS	Ohio English Language Proficiency Screener is used to determine English Learner eligibility for new potential EL students.
OELPA	Ohio English Language Proficiency Assessment measures progress annually. The domains tested are reading, writing, listening, and speaking.
ILP	Individualized Learning Plan written for each EL student to identify accommodations and modifications that may be used to promote achievement in the classroom.
Differentiated Grade Plan	Differentiated Grade Plan is a useful concept to understand the special considerations that should be afforded to EL students in terms of grading and assessment. Students are given credit for demonstrating understanding even if their ability to express their understanding in clear and accurate English is limited.
SLIFE	Students with limited or interrupted formal education
ELP	English language proficiency

Identification of English Learners

Registration and Home Language Survey

The enrollment packet for Sylvania Schools is located at: <http://www.sylvaniaschools.org/StudentServices.aspx>

At the time of enrollment in school, incoming students and their parent/legal guardian (a parent or another adult with proof of official guardianship) will provide the following documentation:

- Photo ID of the parent/legal guardian
- Student birth certificate
- Proof of residency
- Immunization records
- Custody papers (where applicable)

During the enrollment process, the parent or guardian will complete a Home Language Survey. If any language other than English is indicated, the student is flagged for OELPS assessment at their home school to determine EL eligibility.

Grade Placement Process

Levels k-8

- With transcripts - Students who are able to present transcripts describing their previous schooling will be considered for grade levels comparable to those indicated on their transcripts.
- Without transcripts - Students without transcripts are placed at a grade level comparable to their age. Students should not be placed more than one grade below their age.

Levels 9-12

- With transcripts - Students who are able to present transcripts describing their previous school will be considered for the grade level comparable to that indicated on their transcripts.
- Without transcripts - Students will be temporarily placed at the grade level comparable to their age. If transcripts arrive, adjustments can be made to grade level placement if appropriate.

Grade Placement Process

Only official transcripts may be used to determine graduation requirements and grade level placement. A team comprised of an administrator, counselor, and content teacher should make decisions regarding transfer of credits and placement. There may be the need of translation to English when reading the transcripts.

Placement

In general, the student should be placed into the most appropriate courses that are commensurate with his/her competencies in English and Mathematics.

Graduation Requirements

A student must meet the district- and state-mandated graduation requirements of the cohort with which they enroll. The student's transcripts must reflect all courses taken by the student including courses from other countries.

Ohio English Learner Proficiency Screener (OELPS) Procedures

The OELPS is the state-mandated screener used to identify ELs in Ohio.

For students who enroll during summer break or at the start of the school year:

- Students who qualified for OELPS testing based on the Home Language Survey will be tested within 30 days to determine EL eligibility.

For students who enroll after the start of the year:

- The OELPS will be administered within two weeks of the completion of the Home Language Survey or from when the student first attends their home school.

EL Services Eligibility

Any student who receives anything other than any combination of all 4s and 5s in the four domains (reading, writing, speaking, and listening) qualifies as an EL and parents/guardians will be notified to indicate eligibility for services.

Parent Notification of Eligibility of EL Services

At the conclusion of OELPS testing, the parents/guardians will be notified within ten school days to indicate that their child is eligible to receive EL services provided by Sylvania Schools. The letter will include a description of the services, the results of the OELPS, and an opportunity to waive services if they wish to refuse those services. The Waivers and Notifications of Services will be placed in student permanent files and the EL files.

**Notification of English Learner Services
Sylvania Schools**



Name of Student _____ Date _____

Building _____ Grade _____

Dear Parent(s)/Guardian(s);

Our district is required to assess the English language proficiency of 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 assessed your child's English proficiency required of her/his grade level via the Ohio English Language Proficiency Screener. The test results indicate that your child is qualified for English Learner services provided by the school district. We recommend that your child receive the English Learner service. This service will not interrupt your child's mainstream education in her/his school.

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

Based on those scores, your student has achieved a(n) _____ level of English proficiency.

English Learner services are not a branch of special education. It is an academic service aimed at helping English Learner students acquire English proficiency so that they will perform at their peers' level.

If you accept the recommended program services for your child, please sign your name in the space provided below and return the signed letter to your child's school as soon as possible. If you disagree with the recommended program service for your child, you may decline your child's participation in a separate letter and return the signed letter to your child's school as soon as possible.

We invite you to ask about the program service if you have any questions. Please contact your child's English Learner teacher, _____, at _____.

Thank you very much for your attention.

Sincerely,

English Learner Teacher

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

I would like someone to explain the information to me in my native language. Yes _____ No _____

I accept to have my child receive the English Learner (EL) service provided by Sylvania Schools.

Yes _____ No _____ My native language is _____

Parent/Guardian Signature

Phone Number

Date



Waiver of English Learner Services

Sylvania Schools has been contacted by _____ that you wish to
EL Teacher/School Personnel
discontinue English Learner educational services.

Please complete the following waiver statement:

As the parent/guardian of _____ # _____
Student Name (First, Last) ID

_____ .
School Grade

Parent/Guardian Reason for waiving EL Services

I have made the decision to NOT continue English Learner educational services per this date, but know that I can resume services any time I see my student is in need. I understand that The Ohio Department of Education still requires that my student take the Ohio English Language Proficiency Assessment (This test is given to Sylvania students every spring).

Please sign below and return this form to your student's Administrative Office or the English Learner teacher. Should you have any questions, please contact your school's English Learner teacher.

Thank you.

Parent/Guardian Signature

Date

Cc: Principal
Counselor
EL Teacher
Student File
Teacher

Revised October 2018

Special Note Regarding Special Education and Title I Students

Any EL student will be eligible for EL services regardless of whether or not they receive special education or Title services. Evaluations for special education will consider the student's home language and cultural background. EL students are eligible for special education/Title I services if they meet the eligibility criteria used for all students. Extra guidance regarding the identification of ELs with disabilities will be taken from [Chapter 6 of the OELA English Learner Toolkit](#).

EL Program Instructional Services and Materials

Instructional Services

As with all students in the Sylvania Schools, EL students should be included in the regular classroom to the maximum extent possible. The needs of the students will determine the amount of individual or small group intervention time apart from the regular classroom.

Following assessment, a written individualized learning plan will describe how the student will be served. EL students will be served in one of the following ways:

- **Pullout program:** EL students requiring the most services will be pulled out from the regular class and provided direct instruction individually or in small groups. Instruction will be designed to improve language skills and support regular classroom content when appropriate. Pullout instructional time will vary based on the needs of the students.
- **Classroom Instructional Support:** Students requiring less direct instructional intervention will be supported by the classroom teacher(s) with support from the EL teacher. The classroom teacher and/or EL teacher will work collaboratively to provide support within in the classroom setting with regard to instructional strategies and support materials.

EL students will continue receiving services until they are exited from the EL program through OELPA testing.

Instructional Materials

The instructional materials for EL students will be appropriate to the student's needs and fit the program model. The materials will be comparable in quality, availability, and developmental level to those provided to other students. EL teachers will work with the classroom teacher when necessary to find alternative material or texts that better suit the instructional levels of EL students.

Facilities

The facilities used for the EL program are and will be comparable to those provided to other students in the district. The building administrator will ensure that instructional space is adequate for the EL staff and students.

OELPA

OELPA Administration

All students who have been identified as English Learners through the OELPS must be tested for English language proficiency annually using the state-mandated Ohio English Language Proficiency Assessment (OELPA), whether they have waived services or not.

The test is usually administered by the EL instructor in an early spring testing window and results become available prior to the end of the school year.

The OELPA measures student English language proficiency in the domains of reading, writing, listening, and speaking. Student progress on the OELPA informs a portion of our state report card.

OELPA Annual Student Level English Language Proficiency Improvement Targets for English Learners

In accordance with ESSA mandates, the ODE has put into place English language proficiency improvement measures for students based on the grade level when they were identified as EL and their initial OELPA score. The Sylvania Schools EL program provides EL instruction to help students meet these improvement measures.

Student's Grade Level when Identified as English Learner	Sum of Student's Initial OELPA Domain Score (point range)	Student Level Target for Annual Improvement (points/year)
K-8	4-11	Increase of 2 points/year
K-8	12-18	Increase of 1 point/year
9-12	4-7	Increase of 2 points/year
9-12	8-18	Increase of 1 point/year

OELPA Score Reports

When OELPA score reports become available, copies of the reports should be:

- Sent to the student's home
- Kept in the student's permanent file

Trial Mainstreaming Criteria

If a student receives any combination of 4s and 5s including up to one 3 on the four domains, they will be considered to be trial mainstreamed for the next year. They will be assessed via the OELPA in the spring to ensure that ELP progress remains consistent.

In trial mainstream, a student does not necessarily receive formal EL services, but should still receive interventions for the domain in which they received the 3. This should be documented in the student's Individual Learning Plan.

Exiting Criteria

If a student receives any combination of 4s and 5s in the four domains, they will be considered proficient and exited from EL services. They will be considered former ELs.

Parents/guardians should be notified in a timely manner of their student's exit from EL services.

Monitoring Former ELs

Former ELs will be monitored for a minimum of four years past their exit date. Their grades and OST results will be reported on a quarterly basis. If a former EL is found to not be meeting grade-level expectations, a meeting will be called with the student's teachers, counselor, and an EL instructor to determine where the issue is stemming from and what interventions may be needed. The EL instructor should help determine if language is a barrier to student success and, if so, the student may be considered for reclassification as an EL. If the student is considered for this reclassification, the student will be administered a commercial ELP screener. If they pass the screener, they will not be reclassified as EL. If they do not pass the screener, they will be reclassified and reported as EL.

Ohio State Tests

When considering accommodations for Ohio State Tests, test administrators should consult the EL sections of [Ohio's Accessibility Manual](#) to find what is most appropriate for each individual EL.

Supporting EL Students in the Regular Education Classroom

EL Level of Service

When eligibility is determined, the EL teacher will design an Individual or Leveled Learning Plan of support appropriate to the EL student's needs. The individual or small group instruction service can be pullout or inclusive. Additional services may be provided when and where appropriate. This additional time could be more individual support or support with regular classes. For example, a bilingual assistant may be assigned to work with a student/students to help make regular education curricula accessible to the student in their home language. The EL instructor, with the input of the regular class teacher, school counselor, and administrator, will determine the amount of service for each student based upon their level of English proficiency, academic progress, and classroom performance.

Leveled Learning Plan

An EL instructor may choose to implement a Leveled Learning Plan for a new student who has just placed as emerging or progressing on the OELPS. This form takes into account the student's language level in regard to the accommodations and modifications that should be made for the student in the regular education classroom, and also gives background information on the student. For the following year, an Individual Learning Plan should be implemented for the student that takes the student's individual strengths, weaknesses and academic performance into consideration.

Leveled Learning Plans should include:

- Student name
- Student grade

- Student time in US schools
- Home Language
- SLIFE/SIFE Status (in notes)
- OELPS results and interpretation
- Accommodations and Modifications to consider in regular education instruction and assessment
- Applicable Differentiated Grading Plan information

Copies of Leveled Learning Plans should be:

- Given to each teacher that works with the EL
- Placed in the student's permanent file
- Saved electronically and/or physically by the EL instructor within two weeks of OELPS administration.

Individual Learning Plans

At the end of the first year a student is enrolled, and for every subsequent year the student is eligible for EL services, the EL instructor will write an Individual Learning Plan that includes the following:

- Student name
- Student grade
- Student time in US schools
- Home Language
- SLIFE/SIFE Status
- OELPA results and interpretation
- Student academic performance information
- Accommodations and Modifications to consider in regular education instruction and assessment
- Applicable Differentiated Grading Plan information
- Documentation of the EL services the student has received in the past year (days and times or number of hours per week)

Copies of this document should be:

- Placed in the student's permanent file
- Saved electronically and/or physically by the EL instructor
- If a student is transitioning from one school to another, a copy of the Individual Learning Plan should be sent to the EL instructor/school that the student will be attending the following year.

At the start of the next school year, copies of the Individual Learning Plan should be:

- Given to each teacher that works with the EL

SYLVANIA CITY SCHOOLS Individual Learning Plan for ELs

Student: _____ Date: _____ Grade: _____ Home Country: _____

Home Language: _____ Time in U.S Schools: _____ Current Proficiency Level: _____

SIFE/SLIFE: Y/N Services received in the past year: _____

Notes about academic performance:

Emerging – A student at the Emerging level does not yet have the ability to produce grade-level academic content in the English language. For the ELPA21 annual assessment, this means the student scores either Level 1 or Level 2 in each of the four domains of reading, writing, listening, and speaking.

Progressing – A student at the Progressing level is approaching the ability to produce grade-level academic content in the English language with support. For the ELPA21 annual assessment, this means the student scores above a Level 2 on one or more domains, but does not yet meet the requirements to be at the Proficient level on the four domains of reading, writing, listening, and speaking.

Proficient – A student at the Proficient level can produce grade-level academic content in the English language. For the ELPA21 annual assessment, this means the student scores either Level 4 or Level 5 on each of the four domains of reading, writing, listening, and speaking.

All levels of ELs are entitled by law to accommodations and modifications.

Accommodations change *how* a student learns the material (e.g., listening to a tape instead of reading a text).

Modifications change *what* a student is taught or expected to learn (e.g., shorter or easier reading assignments).

Recommended Accommodations and Modifications for Success in the Mainstream Classroom

	INSTRUCTION		Provide written summaries of chapters and stories
	Use slower, more simplified language		Alert students in advance if you plan to ask them questions in class
	Use print (not cursive) for notes/homework assignments		Allow student to write in native language if literate
	Give assignments and instructions orally and in writing		Allow the use of electronic translator or dictionary
	Provide highlighted written notes and study guides <i>with answers</i>		ASSESSMENT
	Provide work/writing samples to guide student		Give shortened, modified (simpler language) or alternative (matching) tests
	Shorten assignments and extend time		Have test read aloud

	Pair with a peer tutor		Extend test time
	Allow for alternative projects and reading assignments		Allow open-book, open-note tests
	Create limited/alternative spelling/vocabulary lists		Allow the use of an electronic translator or dictionary
	Omit penalty for spelling and grammar errors		Allow students to take tests more than once
	Allow audio versions of texts		Provide multiple ways for students to demonstrate understanding

2018 OELPA (Ohio English Language Proficiency Assessment) Scores and Differentiated Grade Plan Levels

C = Composite score

L = Listening

R = Reading

S = Speaking

W = Writing

Last Name	First Name	Years in US Schools	Grade	OELPA Scores C/R/W/L/S Range is from 1-5	OELPA Composite Score	OELPA Proficiency Descriptor	Sylvania Differentiated Grading Level

Differentiated Grade Plan for Limited English Proficient Students (English Learners - ELs)

Summary: In accordance with state recommendations, all EL students who have attended a US school for three years or less (generally those at Pre-functional and Emerging levels of English proficiency) will be graded on a pass/fail basis. EL students who have attended US schools for longer than three years (generally those at the Progressing and Proficient levels) may be assigned letter grades based on the guidelines below.

Legal Bases: The Equal Educational Opportunity Act 1974; Lau v. Nichols 1974; Title VI, Civil Rights Act 1964; Title III, Every Student Succeeds Act (ESSA) 2015.

General Considerations: The grading of EL students (whether pass/fail or with letter grades) should reflect: (a) the degree to which these students can meaningfully participate in the English language (level of English proficiency); and (b) the adaptation of content and instructional delivery in accordance with their individual EL plans. Since EL students receive direct instruction in English as a Second Language, as well as modification and accommodations in the mainstream classroom, they cannot master the same amount of content during a given grading period as mainstream students. Therefore, grading should reflect this fact.

Proficiency Levels and Specific Grading

The composite OLEPA scores, along with other factors, will determine which grading system best reflects students' achievement.

Level 1 - Pre-Functional

Students need multiple modifications and shall receive P/F grades based on the students' limited understanding of academic concepts and participation. Teachers should establish minimal key concepts and/or vocabulary that need to be learned and should assess the student accordingly by using yes/no questions, drawing or other authentic assessments.

Level 2 - Emerging

Students will need many modifications in instruction and should receive P/F grades based on students' limited understanding of academic concepts and participation. Students' assessments may be modified by reducing the choices in multiple choice questions, having tests read aloud and with some explanation of unfamiliar vocabulary, and other types of authentic assessments.

Level 3 - Progressing

Students in this stage are in a transitional stage, yet may still require some modifications in instruction and assessment. It is possible for students in this stage to receive some letter grades and some P/F grades. Regular

grades should be kept and if the EL student earns an average of a D+ or above with minimal modifications, then that grade should be given. Once letter grades are started, letter grades should be continued until the student actually fails a grading period having earned an F. When the classroom teacher becomes aware that the EL student's average is below a D+, the classroom teacher should talk with the EL student and make suggestions and minor modifications to help the student bring the grade up to a D+. The ESL teacher should be informed of the discussion. If necessary, the student may go back to P/F until the student is earning a D+ or above.

Level 4 - Proficient

Students in this stage are deemed ready to receive letter grades. The classroom teacher should be aware that the student may need minimal support in comprehending unfamiliar text. The student should not be penalized for writing grammatical or spelling errors if those do not adversely detract from the meaning. Regular education teachers should communicate any problems and concerns immediately to the ESL teacher if the EL student is failing at any time during the grading period.

Board-Approved Differentiated Grade Plan/Sympathetic Grade Plan

Differentiated Grade Plan is a useful concept to understand the special considerations that should be afforded to EL students in terms of grading and assessment. Students are given credit for demonstrating understanding even if their ability to express their understanding in clear and accurate English is limited.

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Legal Bases: The Equal Educational Opportunity Act 1974; Lau v. Nichols 1974; Title VI , Civil Rights Act 1964; Title III, Every Student Succeeds Act (ESSA) 2015.

General Considerations: The grading of EL students (whether pass/fail or with letter grades) should reflect: (a) the degree to which these students can meaningfully participate in the English language (level of English proficiency); and (b) the adaptation of content and instructional delivery in accordance with their individual EL plans.

Since EL students receive direct instruction in English as a Second Language, as well as modification and accommodations in the mainstream classroom, they cannot master the same amount of content during a given grading period as mainstream students. Therefore, grading should reflect this fact.

For perspective, consider the suggesting by Judy Jameson of the Center for Applied Linguistics:

Grade a combination of process and product for all students. Thomas Guskey, a well-known educator, illustrates with a hypothetical gym class situation - Imagine assessing two students: one is a brilliant athlete; the other has poor motor skills, but always tries his hardest and is unfailingly sportsmanlike. Using only product criteria, such as how high the student can jump and how fast he can run, would not recognize the second student for the things he does well and which are equally legitimate and relevant criteria for the class.

Differentiated Grading - EL Grading

Sympathetic grading is a useful concept to understand the special considerations that should be afforded to EL students in terms of grading and assessment. It means that students are given credit for demonstrating understanding even if their ability to express their understanding in clear and accurate English is limited. It means the students are not graded on grammar and spelling mistakes (unless these are an integral and a clearly stated part of the assignment). In addition, it means that students have the chance to give an oral explanation of answers that they were not able to write down clearly. It also means they may be allowed longer time frames to do their assignments or given the chance to redo homework or retake tests. For beginning students, this treatment could include the right to provide some of the work in their own language (which would have to be translated).

All subject areas are affected by the system.

Appropriate adjustments within the regular classroom for ELs in Levels 1-4 (see below):

1. Students' understanding will be evaluated even if their ability to express their understanding in clear and accurate English is limited.
2. Students are not graded down for grammar and spelling (unless they are an integral and clearly stated part of the assignment).
3. Teachers will make modifications that enable the EL students to grasp content concepts.
4. Students' homework assignments should likely be modified and reduced as deemed appropriate by the teacher in consultation with the ESL teacher.
5. Students may have tests read orally and be allowed to redo work if necessary.

Proficiency levels and specific grading

As soon as available and appropriate, the ESL teacher will disseminate OELPA scores to all teachers who have EL students in their classrooms. The composite OELPA scores, along with other factors, such as previous classroom performance (input from the previous year's teacher), EL small group performance and ESL teacher recommendation, will determine which grading system best reflects students' achievement.

Level 1 - Pre-Functional

Students need multiple modifications and shall receive P/F grades based on the students' limited understanding of academic concepts and participation. Teachers should establish minimal key concepts and/or vocabulary that need to be learned and should assess the student accordingly by using yes/no questions, drawing or other authentic assessments.

Level 2 - Emergent

Students will need many modifications and should receive P/F grades based on students' limited understanding of academic concepts and participation. Students' assessments may be modified by reducing the choices in multiple choice questions, having tests read aloud and with some explanation of unfamiliar vocabulary, and other types of authentic assessments.

Level 3 - Progressing

Students in this stage are in a transitional stage. It is possible for students in this stage to receive some letter grades and some P/F grades. Regular grades should be kept and if the EL student earns an average of a D+ or above with minimal modifications, then that grade should be given. Once letter grades are started, letter grades should be continued until the student actually fails a grading period having earned an F. When the classroom teacher becomes aware that the EL student's average is below a D+, the classroom teacher should talk with the EL student and make suggestions and minor modifications to help the student bring the grade up to a D+. The ESL teacher should be informed of the discussion. If necessary, the student may go back to P/F until the student is earning a D+ or above.

Level 4 - Proficient

Students in this stage are deemed ready to receive letter grades. The classroom teacher should be aware that the student may need minimal support in comprehending unfamiliar text. The student should not be penalized for writing grammatical or spelling errors if those do not adversely detract from the meaning. Regular education teachers should communicate any problems and concerns immediately to the ESL teacher, including if the EL student is failing at any time during the grading period.

Level 5 - Students recently exited from the EL program (4 years from exit date)

Students in this stage should be monitored for 4 years. The students should receive minimal help from the ESL or regular classroom teacher and ordinarily will not receive the classroom adjustments provided to ELs in Levels 1-4; However, if at any time there is a concern regarding student ability to be successful, the classroom teacher and the ESL teacher will develop a plan to support such students.

Expectations for classroom work habits:

With appropriate modifications and accommodations, less proficient EL students should be expected to do the following:

- Pay attention in class
- Follow directions with support
- Have required materials
- Participate in activities with support
- Complete homework assignments and assessments based upon reasonable expectations
- Demonstrate progress

Other grading information

It is imperative to remember - *an EL student who cannot comprehend the language of instruction should not be assigned a failing grade in a content area subject.*

As EL students gain greater proficiency in English, moving up to the emergent and proficient levels, they may be graded more on academic achievement. For example, if an EL student is able to perform the work in math, s/he should be given an achievement-based grade; if the student is not able to perform satisfactorily due to a low level of English proficiency then an effort/participation grade can be given. For example, a student in this category who completed 75-80% of the modified assignments would be given a passing grade.

Portfolios, checklists, and narrative reports may be used in place of exams.

EL Staffing and Responsibilities

EL Coordinator Responsibilities

- Assist in the development, implementation, oversight, and revision of the EL program;
- Provide leadership in the EL program;
- Prepare and maintain budgets, appropriate records, and student records;
- Maintain communication with all district school offices, community agencies, and state and federal governments;
- Disseminate information about EL program;
- Assist in the development and implementation of policy and procedures to assure equal educational opportunity for EL students;
- Recruit and assist in the selection of EL staff;
- Organize and provide in-service opportunities for professional growth for EL and regular education teaching staffs;
- Provide opportunities for parents to be meaningfully involved in the education of their children and to offer programmatic input.

EL Instructors K-12 Responsibilities

- Must carry appropriate Ohio certification/licensure suitable for instruction in TESOL
- Assist in the development, implementation and revision of EL program;
- Provide English Language instruction
- Meet with regular classroom teacher to determine the needs of the EL students in the classroom;
- Provide support, information, and guidance to all staff who have contact with EL students;
- Assist regular education staff to learn about the culture and language of the EL students and their families;
- Identify and assess each EL student
- Complete an individualized learning plan to support eligible EL students;
- Identify, adapt, and develop materials
- Establish and maintain communication with parents/guardians of EL students;
- Prepare for and participate in parent-teacher conferences, intervention assistance team meetings, IEP meetings, and other school events and activities specified by the building principal;
- Maintain accurate records for each EL student and file important documents in students' permanent file;
- Administers OELPS and OELPA testing;
- Report to EL coordinator.

Bilingual Assistants Responsibilities

- Must be fluent in the written and spoken language required for the position
- Must hold an Associate's degree or higher
- Works under the direction of the building principal and in cooperation with the EL Coordinator.
- Assists teachers of Limited English Proficient students in the classroom to increase student understanding and learning through translating and interpreting directions in the classroom, homework assignments, etc. Work directly with tutoring students as needed.
- Assist parents in the understanding of district and school procedures, such as attendance, absences procedures, school bus transportation, discipline policy, and other procedural processes.
- Works with the school staff to aid in cultural awareness and understanding.
- Assists in the capacity of a liaison between school and home to improve communications in the areas of academic progress, behavior, attendance, medical records, school events, scheduling and attending conferences, etc. Translating school communications such as newsletters into parents' primary home language using proficient typing and/or computer skills.
- Works with counselors, administrators, and teachers to interpret and translate to improve communication among students, home, and school. Assist secretaries and counselors and their parents when EL students are enrolling, withdrawing, etc.
- Works with counselors, school nurse, etc., with EL student records to ensure all necessary paperwork is current and accurate and communicate when additional information is needed from students and parents.
- Translate any student transcripts when necessary.
- Works with social service agencies to increase access to information and opportunities for students and their families outside of the school.
- Works with law enforcement officers to interpret and translate.
- Works with staff to organize and implement events for EL students such as scheduling, field trips, parent-teacher conferences, family nights, cultural fairs, etc.
- Makes home visits if necessary to make contact with parents.
- Establish flexibility in schedule to work evening conferences scheduled by the school.
- Provides translation or interpretive services to any other schools within district when necessary.
- Performs other duties as assigned.

Regular Classroom Teachers Responsibilities

- Primary responsibility for the instruction of EL students in their classes;
- Delivers the curriculum to EL students in his/her class;
- Decides with the EL instructor(s) how the classroom content can be supported and, how lessons could be modified, how to modify assessment, accommodated, and how to assess achievement;
- Collaborates with EL instructor in educational best practices to support EL student(s) in his/her classroom;
- Individual instruction to meet the needs of each student;
- Uses visuals/hands-on activities to facilitate learning;
- Facilitates socialization of EL students in the classroom instruction;
- Promotes intercultural discussion.

School Counselors Responsibilities

- Assist EL instructors and regular classroom teachers to develop EL student plans of support;
- Assist in the development and implementation of policy and procedures to assure equal education opportunity for EL students;
- Assist in monitoring of EL students' educational progress and identify interventions with educational team where needed.

Building Administrators Responsibilities

- Assist in the supervision, development , and evaluation of the EL program and staff;
- Provide building leadership in the EL program;
- Assist in the development and implementation of policies and procedures to assure equitable opportunity to EL students;
- Provide opportunities for EL parents to be meaningfully involved in the education of their children;
- Works with EL instructors, regular classroom teachers, and school counselors to assure implementation of EL student plans of support;
- Ensure the EL staff and students have access to adequate facilities to conduct EL services.

Parent Involvement

Parent Conferences

Parent/teacher conferences are held throughout the year and translation services can be arranged if needed. At other times, individual conferences can be arranged at the request of the parent or the teacher. Progress reports are sent home four times a year. Other communications are sent as needed. Any district or school building communication/notification will be translated if needed.

Parent Volunteers

Parents of EL students will be encouraged to visit and volunteer in the schools. Their presences will have a positive effect on the education of their children. Parents are encouraged to help with translation for non-English speaking parents, with translation of written information and with sharing information about their culture with staff.

Adult Education

Penta Aspire ESOL at Sylvania Schools offers free adult English classes for speakers of other languages. There are morning, afternoon, and evening classes at various locations.

The English (ESOL) program provides the opportunity for interested students to acquire knowledge and develop English language skills to succeed in life and work. This is where students can improve conversation, grammar, reading and writing. They can also study for the citizenship test and acquire employment readiness skills. Many of our ESOL students, after completing the program, continue their education by entering our GED program, and depending on their level, enter college or the workforce.

Call 419-824-8539 for specific times and class locations.

EL Program Evaluation

A yearly meeting will be convened including following stakeholding groups including, but not limited to: EL coordinator, EL teacher, Assistant Superintendent of Academic Affairs, and (elementary, jr. high, high school) building principals.

In this yearly meeting, the team will consider the following from Tool #1 in [Chapter 9 of the US Department of Education EL Toolkit](#):

- EL program implementation information
- Staffing and professional learning
- Student performance information - ELP
- Student performance information - Academic content
- Analysis of information and identifying areas for improvement

Minutes from this meeting will be recorded and maintained.