Granville Schools
Learning for Life

English Learners

Resource Manual

This document will be in effect for the 2023-2024 school year.

The purpose of this document it to communicate to our English Learners and their parents/guardians, the faculty, administration, and the community at large the district structure, procedures, and supports as well as Ohio Department of Education and Workforce (ODEW) (formerly Ohio Department of Education) guidelines for English Learners instruction that are available in the Granville Exempted Village Schools.

Special Thanks to the members of the English Learners Resource Manual Committee:

Gwenn M. Spence-Director of Student Services

Laura Smailes-member

Rhonda Ross-administrative support

Table of Contents

"Strength lies in differences, not in similarities." Stephen Covey

The Granville Exempted Village School District offers a tradition of excellence to all learners. We recognize the importance of providing meaningful educational programs for English Learners. Our educational philosophy is based on the belief that each English Learner (EL) can develop high levels of English proficiency and master challenging academic content with success. The Mission of Granville Schools is *Learning for Life*. Our Vision is "Graduates of the Granville Exempted Village School District are well-prepared and empowered to be thoughtful, productive, and contributing members of their communities, and are equipped with the critical thinking skills and self-sufficiency necessary for success in our ever-changing world." And lastly, our Portrait of a Graduate (PoG) is a composite of our Values, combined with what mindsets, skills and dispositions we want our students to possess after their tenure within our district. Those traits are: empathy, resilience, responsibility, collaboration, critical thinking, and adaptability.

Granville's Department of Student Services focuses on the educational resources and support services to provide the best educational program to EL students, providing leadership to ensure that all teachers take affirmative steps to provide EL students with educational experiences that address the students' English language and academic needs. Services are designed so that students receive effective instruction leading to academic achievement and timely acquisition of English proficiency.

Background

English Learner education is mandated as a result of *Lau v. Nichols* [414 U.S. 563 (1974)], a class action suit originally filed on behalf of Chinese-speaking public-school students against the San Francisco Unified school district in 1970. In question was whether non-English speaking students received an equal educational opportunity when instructed in a language they could not understand. In 1974, the U.S. Supreme Court ruled that the failure of the San Francisco school system to provide appropriate and meaningful instruction to students who do not speak English denied them the opportunity to effectively participate in the public education program and thus violated Title VI of the Civil Rights Act of 1964. This act bans discrimination "based on the grounds of race, color, or national origin in any program or activity receiving federal financial assistance." The court stated that "there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education." (414 U.S. at 566, 1974).

The court went on to uphold a 1970 memorandum issued by the former Department of Health, Education and Welfare, which stated the following: "Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to open its instructional program to these students." (35 Federal Regulation 11595). It was these actions that directed school districts to take steps to help EL students overcome language barriers and to ensure that they can participate meaningfully in the districts' educational programs.

Under the Every Student Succeeds Act, Ohio must identify English Learners, annually assess their English language proficiency, provide reasonable accommodations for them on state assessments, and implement accountability systems that include long-term goals and measures of progress.

The term English Learners refers to those students whose native or home language is other than English, and who are now learning to understand, speak, read, or write in English in order to fully participate in a school's educational program. English Learner students in Ohio can achieve high educational standards.

English Learners in Ohio are a growing part of the PreK-12 student population. Over the last ten years, Ohio's population of EL students has increased to approximately 70,000 students. Spanish is the home language of almost 40% of Ohio's English Learners along with 90 other home languages. These language skills include Somali, Arabic, Swahili, Chinese, Japanese, Nepalese, Pennsylvania Dutch (a dialect of German used by the Amish), French, and Turkish.

Purpose

This resource manual provides a comprehensive document addressing the many issues and circumstances regarding the education of students with diverse cultural and linguistic backgrounds. This guide serves as a means of communicating Granville Exempted Village Schools' philosophy, programs, and procedures concerning students who speak a language other than English and may require additional assistance in developing English language proficiency. With an equitable curriculum, strong pedagogical skills, and effective assessment, educators will have what they need to create individualized plans for every student and effective interventions for those students who need additional assistance.

This manual is broken into two main sections; the first (in *italicized font*) is published by The Ohio Department of Education and Workforce (formerly The Ohio Department of Education) regarding the laws, guidelines, and regulations pertaining to English Learners. The next is the procedures that will be implemented by the Granville Exempted Village School District to ensure compliance with the Ohio Department of Education and Workforce (ODEW). In some instances, where ODEW language is vague or non-existent, Granville has made determinations that follow best practices and are in the best interest of our EL students.

Part I: Ohio Department of Education and Workforce

GUIDELINES FOR THE IDENTIFICATION OF ENGLISH LEARNERS
Click here for a direct link to ODEW for additional information

English learner (EL) – *The term "English learner," when used with respect to an individual, is an individual with the following characteristics:*

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

If a student has a language other than English spoken in the home and has completed the Home Language Survey at enrollment, the students will be assessed for English language proficiency. If the student qualifies, he or she is then an English learner. English learners may be born in the U.S. or come from other countries. Click here to learn more about English learner identification and the Ohio English Language Proficiency Assessment (OELPA).

The steps below outline Ohio's standardized procedures to identify students who are English learners. School administrators can develop written English learner identification procedures that include staff responsibilities, interpretation resources, and professional development to support students and their multilingual families. An orientation video may be used to help train staff in implementing the identification process.

Step 1: Language Usage Survey

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

To assist in communicating the purpose of completing the Language Usage Survey to parents, staff may use the following two-minute video explanations available in 14 languages. These explanations are available on Parents2Partners to supplement interpreters who provide families accessible communication with school staff.

The OELPS is the standardized assessment tool the Department uses to classify students as English learners. When students are identified as potential English learners, they take the [Ohio English Language Proficiency Screener](#) (OELPS) to screen their development of English as a second or new language in the domains of listening, speaking, reading, and writing. Based on the results of the OELPS, students may be identified as an English learner.

PARENT AND FAMILY NOTIFICATION OF ENGLISH LEARNER IDENTIFICATION

Districts and schools that are recipients of Title I funds are required to initially and annually notify the parents and guardians of each student who has been identified as an English learner.

*Per the requirements in ESEA (Elementary and Secondary Education Act) sections 1112 (e)(3)(A) and (B) each school that uses funds under either [Every Student Succeeds Act Title I](#) or [Title III](#) to supplement its language instruction educational program (LIEP) must provide a parent of an English learner (EL) with notification that outlines their child's identification as an EL and placement in the language instruction educational program. The ESEA requires that this notification be provided **no later than 30 calendar days** after their enrollment or within the **first two weeks of placement in an LIEP** for a student who enrolls after the start of the school year.*

To support providing meaningful communications to parents and families, templates for the notification letter of EL identification are provided in multiple languages.

Exiting the English Learners' Program:

The Ohio English Language Proficiency Assessment (OELPA) is the state's annual summative assessment of English language proficiency, which provides documentation of English learners' progress toward English proficiency. A student's OELPA results determine whether the student is eligible to continue as an English learner or is proficient and ready to exit the language instructional education program. This page explains the standardized criteria needed to exit English learner status, as established under the Every Student Succeeds Act *(ESSA) in [Ohio's ESSA plan](#).*

Performance Levels

There are three overall performance levels: 1 - Emerging, 2 - Progressing and 3 - Proficient. A student's overall performance level is determined from the scores earned on each of the domain tests that comprise the OELPA (reading, writing, listening and speaking). Each domain test is scored on a scale of 1 to 5. Scores of 4 and 5 correlate with proficiency in that domain. Students with an overall performance level of Proficient may be exited from English learner status.

1 - Emerging	*2 - Progressing*	*3 - Proficient*
Any score combination of 1s and 2s across all nonexempt domains.	*Any combination of scores across the nonexempt domains that is not Proficient or Emerging.*	*Any score combination of 4s and 5s across all nonexempt domains.*
Student continues as an English learner.	*Student continues as an English learner.*	*Student exits from English learner status.*

Who can exit English learner status?

Only students, including those with documented domain exemptions, who achieve an overall performance level of Proficient on the OELPA exit from English learner status. The overall performance level of Proficient is defined as domain scores of 4s and 5s in any combination across all nonexempt domain tests (listening, reading, writing and speaking). For students who achieve a proficiency status of Progressing or Emerging, schools will determine and provide the appropriate services to ensure students' development of English language proficiency and access to the curriculum. Untested and invalidated domains are considered 1s for this purpose, so students who did not attempt one or more test domains in the absence of a valid exemption or had one or more test domains invalidated cannot achieve an overall performance level of Proficient. These students will be considered Progressing or Emerging depending on their performances on the scored domains.

This guidance answers the most *frequently asked questions* (FAQ) received by the Ohio Department of Education and Workforce regarding the OELPA.

(The following Frequently Asked Questions information is condensed from ODEW and is current as of August 2023. Click here *for the full range of questions.)*

General Questions

What is the Ohio English Language Proficiency Assessment (OELPA)?
The Ohio English Language Proficiency Assessment (OELPA) is the state summative test that districts administer to students identified as English learners in grades K-12 to determine an English learner's progress to English language proficiency and readiness to exit from the English language development program. The OELPA is aligned to Ohio's English Language Proficiency Standards and meets the federal and state requirements of an annual assessment of English language proficiency measuring listening, speaking, reading and writing. The OELPA also is the basis for the English Language Proficiency Improvement Indicator in the Gap Closing component of the Ohio School Report Card.

How was the OELPA developed?
The OELPA was developed in partnership with English Language Proficiency Assessment for the 21st Century (ELPA21) through a federal Enhanced Assessment Grant. Seven states are members with ELPA21: Arkansas, Iowa, Louisiana, Nebraska, Ohio, Oregon and West Virginia. OELPA is Ohio's name for the same ELPA21 summative test administered by the other ELPA21 states.

Who takes the OELPA?
All English learners in grades K-12 must be included in Ohio's English language proficiency assessment program annually. Districts must administer the OELPA or Alt-OELPA to every English learner. Districts may not exclude any English learners. Beginning with the 2022-2023 school year, districts may administer the Alt-OELPA to eligible English learners with the most significant cognitive disabilities. Please visit the Alt-OELPA webpage for more information about Ohio's alternate assessment of English language proficiency.

An English learner enrolled in a chartered nonpublic school is not required but may take the OELPA or Alt-OELPA. Chartered nonpublic schools that receive Title III equitable services should consult with the Title III public district to determine whether the OELPA or some other assessment will be used to provide evidence of student progress in the school's English language development program.

Do foreign-exchange students have to take the OELPA?
Foreign exchange students identified as English learners in grades K-12 are required to be administered the OELPA. Foreign exchange students participate in all state tests for their enrolled grade.

Is a screener associated with the OELPA?
Yes, the Department provides the Ohio English Language Proficiency Screener (OELPS) as part of the Ohio's English language proficiency assessment suite. Districts administer the OELPS to identify English learners. Refer to the OELPS webpage for more information.

OELPA Format and Test Design

What are the grade bands?
The grade bands are Kindergarten, Grade 1, Grades 2-3, Grades 4-5, Grades 6-8 and Grades 9-12. The OELPA grade bands align with the grade bands in the Ohio English Language Proficiency Standards. The OELPS and the Alt-OELPA are based on the same grade bands.

What is the design of the OELPA?
The OELPA is an online test with 99% of the students using the online format. Ohio allows OELPA paper tests as an accommodation for specific pre-approved situations. All districts are expected to schedule time and provide technology appropriately for their local situations.

What kind of items and tasks do students complete when taking the OELPA?
Item types include multiple-choice, word match, drag and drop, short-constructed response and extended response. Examples of item types for an online test can be found at the Student Practice Site. Items and tasks are similar on the online and paper tests, though some online items cannot be replicated on the paper test.

Are accommodations available for the OELPA?
Yes. Please review the [Accessibility Manual for Ohio's English Language Proficiency Assessments](#) for appropriate accommodations on the OELPA. Please review [Ohio's Accessibility Manual](#) for English learner appropriate accommodations on Ohio's State Tests.

Are translations available for the OELPA?
The OELPA test directions are available in Arabic, Somali and Spanish translations on the OELPA portal. All test questions and student responses must be in English as this is a test to determine the level of English proficiency. [View the OELPA Translated Online Test Directions here](#)

Test Administration

Must the OELPA be administered in person?
Yes, the OELPA must be administered in person. There is no remote administration for the OELPA online or paper formats. The expectation is that districts administer the OELPA to English learners in-person if it can be done safely. The Ohio Department of Education and Workforce emphasizes that districts first and foremost be attentive to the safety of students and staff.

Districts should plan and communicate a procedure and schedule to safely administer English learners the OELPA in-person. Parent determination relative to safety should be considered and respected.

If a student enrolls shortly before or during the OELPA test window, should the OELPS be administered or can the OELPA be administered as the identification assessment?
The [Ohio English Language Proficiency Screener (OELPS)](#) must be administered. All potential English learners must be administered the OELPS to complete Ohio's standardized English learner identification within 30 days of the student's date of enrollment. Refer to the [guidelines for Identifying English Learners](#) for more information.

All students identified as English learners in grades K-12 who are enrolled (attending school) shortly before or during the OELPA or Alt-OELPA test windows must be administered the OELPA or Alternate Ohio English Language Proficiency Assessment (Alt-OELPA). The OELPA and Alt-OELPA are not instruments to identify students as English learners. They are longer, comprehensive summative assessments, and the results of these assessments would not be available to the school until mid-May, which is long after the federal 30-day English learner identification requirement.

May districts administer multiple domain tests on the same day?
Yes, although it is not recommended as multiple tests in one day may cause undue pressure for the student. However, if districts administer multiple domain tests in one day, test administrators should allow students to take a break between tests to reduce testing fatigue. The test administrator also must ensure that enough time is scheduled so that all tests started are completed on the day they are begun.

Can districts administer the OELPA to a group of students?
The listening, speaking, reading and writing tests may be given to students individually or in a group administration. When scheduling administrations, districts should consider that students taking the speaking test will speak their responses aloud. To maintain test validity and security, the speaking test must be administered so that students cannot hear one another and that recordings do not pick

up others' voices. Thus, districts should test students in large quiet spaces and/or in groups as small as the test window and scheduling allow. Districts administering the speaking test to groups of students could provide students headsets with headphones and microphone to ensure the recordings are audible and clear. If possible, the Department recommends that schools administer the speaking test one-to-one, with one student and one test administrator.

Practice Test

What is the OELPA practice test?

The OELPA practice test is a short version of the OELPA. The OELPA practice test presents the functions and tools of the OELPA. Students access the practice test from the Student Practice Site on the test portal. The practice test is an online test with options to print items on-request. The practice test is not intended as a content test. Students do not "pass" the practice test.

The Department recommends giving students as much time for practice as necessary to allow the students to become familiar with the technology skills and functions and the type of questions the students will experience on the operational OELPA. Some students may need more time or multiple opportunities to practice. In addition, the practice test allows the districts to check functionality and compatibility of the devices that students will use for the operational test.

The practice test is formatted in four separate domain tests, as is the OELPA. The students will log in and log off for each domain test, just like the operational OELPA. A new feature is the print-on-request of items on the practice test. Students may submit print requests to the test administrators and teachers may print individual items to meet the needs of their students.

Scoring and Reporting

How is the OELPA scored?

For the OELPA online tests, machine-scored student responses are scored immediately when the tests are submitted. The online student constructed responses (written and spoken responses) are hand scored by the Department's vendor, Measurement Incorporated.

For the OELPA paper tests, test administrators must enter the student responses to all machine-scored items into the Data Entry Interface (DEI) for scoring. Entering machine-scored student responses into the DEI is a manual process that will need to be completed by the test administrator either at the time of testing or soon after testing is completed but **before** the testing window closes. Districts must follow the detailed directions for data entry included with paper test orders.

Please note that the OELPA paper tests must be returned to the vendor for hand scoring of constructed-response items once testing is complete.

When are OELPA scores and results available?

OELPA scores are scheduled to be reported in the Centralized Reporting System approximately 45 days from the last day of the test administration window. Based on the current test window, the results are reported electronically in May. Find important test dates on the OELPA portal.

Are printed score reports available?
Yes. The Department sends two printed, color OELPA Family Reports to districts. Districts also may print Individual Student Reports from the *Centralized Reporting System (CRS)*. The Family Reports are sent to districts a few weeks following the electronic reporting of results, usually the first or second week of June. It is the district's responsibility to ensure families receive and understand the OELPA results for their child(ren).

Translated OELPA Family Report Templates are posted on the OELPA webpage. To notify English learner parents about their students' achievements on the OELPA, districts may download the translations to accompany the students' Family Report in English.

Are translated OELPA Individual Student Reports available in languages other than English?
Yes. To support districts' meaningful communication of the OELPA results to families, translated Individual Student Reports (ISR) in Spanish, Arabic, Somali, Nepali and Swahili are available in the Centralized Reporting System.

PROMOTION AND TRANSFER OF ENGLISH LEARNERS

General district policy regarding the instruction and assessment of ELs:
- All ELs will be provided with an educationally sound English language support program to help them make progress in learning English.
- All ELs will be given meaningful access to the district's academic program through appropriate instructional strategies/modifications based on the students' level of English proficiency.
- All ELs will be given the opportunity to demonstrate what they know and can do in academic content areas through a variety of assessments designed with appropriate accommodations. Accommodations will take into consideration the students' level of English proficiency and the instructional strategies used to help give them meaningful access to the academic content.

Note: For resources on instructional and assessment strategies for English Learners, refer to the documents Strategies for Diverse Learners and Strategies for Diverse Learners – Focus on English Learners, which are available on the Revised Academic Content Standards and Model Curriculum Development page under Model Curriculum Resources.

ELs and grade promotion
- Assuming that all ELs have been provided the instructional and assessment support indicated above, those ELs who have met the district and state grade-level standards will be promoted to the subsequent grade.
- Decisions regarding the promotion of ELs will not be based solely on the students' level of English proficiency.

ELs and grade transfer
- Assuming that all ELs have been provided the instructional and assessment support indicated above, those ELs who have not met the district and state grade-level standards **may** be transferred to the subsequent grade.
- Decisions regarding the transfer of EL students to the subsequent grade will be in accordance with the district's grade-transfer policy for all students.

- *Decisions regarding the transfer of ELs to the subsequent grade will not be based solely on the students' levels of English proficiency.*

English Learners and the Third Grade Reading Guarantee
All students scoring below the designated level on the third grade ELA must be retained, except specific groups of students which include the EL. ELs who have been enrolled in U.S. schools for less than three full school years and have had less than three years of instruction in an English as a Second Language (ESL) program are exempt from the retention requirement stated in the Third Grade Reading Guarantee. ORC 3313.608(A)(2)

Resources:
Ohio Department of Education and Workforce: Student and Family Supports for English Learners
U.S. Department of Education: English Learner Toolkit

Contact Information

Lau Resource Center
Ohio Department of Education and Workforce
25 South Front Street
Columbus OH 43215
(614) 466-4109 (Telephone)
(614) 387-0421 (Fax)
lau@education.ohio.gov (e-mail)

Part II: Granville Exempted Village Schools Implementation

STARTING THE IDENTIFICATION PROCESS

All parents or guardians of students who plan to attend the Granville Exempted Village School District (GEVSD) for the first time are asked to complete a Student Enrollment Form. This enrollment form includes a Language Usage Survey (also called the Home Language Survey) that assists in the identification of students whose primary or home language is other than English. A copy of all Language Usage Surveys will be forwarded to the Director of Student Services for review.

In the enrollment process, if a parent or guardian answers on the Language Usage Survey "other than English" on any of the first four questions, the Director of Student Services or designee will notify the appropriate EL Specialist (who is responsible for administering the district's initial screening) of the student's need for an initial assessment/screening. A copy of the Language Usage Survey will be given to the EL Specialist at the appropriate school. Copies of the Language Usage Survey will also be given to the Student Services Department for placement in the EL file. The original Language Usage Survey remains in the student's cumulative file.

THE PROCESS FOR INITIAL ASSESSMENT OR SCREENING OF STUDENTS

All new students entering the district (K-12) whose Language Usage Survey indicates they have a primary or home language other than English (PHLOTE) will be assessed using the Ohio English Language Proficiency Screener (OELPS). The OELPS is the official screener to be used to identify English learners in Ohio. Commercial screeners may be used for functions other than English learner identification.

When the Language Usage Survey indicates that a student's home language is not English then the EL Specialist will contact the parent/guardian to explain that ODEW requires school districts to assess students whose home language is not English. The EL Specialist will also explain when the student will be tested as well as the district's uses of the assessment(s), prior to the administration of those assessments. The results, consisting of the test documents and written assessment reports, will be kept in the District Student Services office in the student's EL file. The district will provide the parent/guardian and the building EL Specialist copies of the written report and one copy will be placed in the student's cumulative file.

Granville EVSD will provide parents and guardians with this information in an understandable format, and to the extent feasible and necessary, in the parent's or guardian's native language.

INITIAL EL MEETINGS

Initial EL (English Learner) Meetings must be held within 60 days of initial assessment of a student. The guidelines specify that the following individuals may attend the Initial EL Meeting:
- ♠ Parent/Guardian
- ♠ Director of Student Services or designee

- ♠ Building EL Specialist
- ♠ At least one of the student's general education teachers

The purpose of the Initial EL Meeting:
- ♠ To review the results of the assessment, including whether or not the student qualifies for EL services.
  - ♠ If the student qualifies for services, team members will discuss the proposed English Learner Plan (EL Plan) developed by the EL Specialist.
  - ♠ If the student qualifies for services, written parental permission to begin services must be obtained.

A copy of the Initial EL Plan will be provided to the parent/guardian, kept in the student's cumulative folder, given to the student's general education teachers, and kept with the EL Specialist. A copy may be given to other school personnel who are involved with the student (e.g., special education teachers and service providers) and need to be aware of the information. The EL Plan will be sent to the Student Services Department to be placed in the EL file.

Once eligibility is established, the EL Plan developed, and permission for services obtained from the parent/guardian, the student's ongoing EL team will consist of:
- ♠ The building EL Specialist who will be working with the student
- ♠ A current general education teacher of the student
- ♠ The Director of Student Services or designee
- ♠ The parent/guardian
- ♠ The student when appropriate.

RANGE OF EL SERVICES PROVIDED IN GRANVILLE EVSD

The results of the initial assessment and/or most recent Ohio English Language Proficiency Assessment (OELPA) scores will provide the basis for determining the level of support a student requires to facilitate their transition to English proficiency for success in their general education classrooms. Our goal is for each student to make progress on the OELPA each year. We understand each student is unique in his/her learning; some students may progress faster than others. The professional judgment of the district EL team members, along with that of parents/guardians will also provide insight into the student's needs that may not be apparent in the testing results.

It is possible for a student to exhibit needs in multiple areas that require different types of interventions and services. A student may be dually identified as a gifted student and an English Learner or as a student with a physical, cognitive, or emotional disability and an English Learner. If a student is dually identified, they will receive supports in the areas of English language acquisition and the other identified area.

As mentioned previously, there are no state mandated approaches to providing types of EL programming; the following chart gives a brief overview of the programming options that Granville EVSD offers to meet the needs of its EL population.

PROGRAMMING OPTIONS

EL Support	Intensive	Tutoring	Inclusion	Monitoring
Type of teacher	TESOL endorsed or licensed	TESOL endorsed or licensed	TESOL endorsed or licensed	TESOL endorsed or licensed
Structure of supports	Students work individually or in small groups in the EL classroom	Students work in small groups in the EL classroom	Students are not pulled out of their general education classroom but the EL Specialist will be in the identified general education classroom for a specified time frame to provide support	Students work in general education classroom and are not removed.
Frequency of supports	Three or more times per week based on the English Learner Plan	One to three times per week based on the English Learner Plan	Per English Learner Plan	Per English Learner Plan
Initial Assessment Results Classification	Composite result of "pre-functional" or "emerging"	Composite result of "emerging" or "progressing"	Composite result of "progressing"	Composite result of "proficient"
Recent OELPA results	Composite score for K-12 of 1	Composite score for K-12 of 1 or 2	Composite score for K-12 of 2	Composite score for K-12 of 3
Grading	Letter grades may be assigned but modified to account for level of language proficiency	Not modified but certain accommodations made based upon skill deficits	Not modified but certain accommodations made based upon skill deficits	No accommodations or modifications
Accommodations	Classwork and homework are modified to the levels of language proficiency	Accommodations on classwork, homework, and assessments	Accommodations on classwork, homework, and assessments	No accommodations or modifications
Specifically designed supports	Intensive language instruction, basic & survival vocabulary. EL Specialist will confer with content area teachers of middle/high school EL students to discuss the language proficiency.	Support and direct instruction; the focus may be to address a specific skill deficit related to language acquisition outlined in initial assessment or recent OELPA results	Intervention to provide support to address a specific skill deficit related to language acquisition outlined in initial assessment or recent OELPA results	Monitors progress via electronic grade management system (PowerSchool), teacher input, and/or grades. May be asked to help other teachers to develop interventions to aid student in making progress in the general education curriculum
Curriculum	General education curriculum and supplemental resources/materials	General education curriculum and supplemental resources/materials	General education curriculum	General education curriculum

DOCUMENTATION AND MONITORING OF THE STUDENT'S EL PLAN PROGRESS

Ohio Department of Education and Workforce guidelines specify that the district must monitor students' progress on a regular basis and take steps to modify the program if the students are not making reasonable progress.

The district monitors a student's progress and needs in a number of ways. First, once a student has been identified as EL, an English Learner Plan (EL Plan) will be developed annually by the student's EL team. The initial EL Plan will be drafted by the building EL Specialist and presented to the EL team which includes the parent/guardian at the initial EL meeting. The Plan will be reviewed, discussed, and approved or referred for modification. The EL Specialist will hold subsequent annual meetings no later than September 30 of the current school year to discuss the EL Plan with the student's EL team.

Once agreed upon by the team and parent/guardian, a copy of the EL Plan will be provided to the parent/guardian, kept in the student's cumulative folder, given to the general education teachers, and kept with the EL Specialist. A copy may be given to other school personnel who are involved with the student and need to be aware of the information. The original EL Plan will be sent to the Student Services Department to be placed in the EL file.

Again, a student's EL team must consist of the building EL Specialist who will be working with the student, a current general education teacher of the student, the Director of Student Services or designee, the parent/guardian, and the student as appropriate.

Once an EL Plan has been signed by the EL team, it will be considered the EL student's plan for that current school year. Anyone on the EL team may request that an amendment be made to the plan. A plan may only be amended with documentation demonstrating that the entire EL team has knowledge of and is in agreement with the proposed changes. Every effort will be made to bring the team, including parent/guardian, together to discuss and approve the changes in a single meeting. However, if a meeting cannot be held in a timely manner, the EL Specialist must secure individual input of parents/guardians and team members with accompanying documentation in order for the amendment to be implemented.

The district will provide a progress report to the parent/guardian twice a year at the end of each semester. Parents/guardians may request an update of progress at any time during the school year. The progress report will focus on the progress the student has made toward the goals outlined on the EL Plan. A copy of the progress report will also be kept in their cumulative folder, given to the general education teachers, and kept with the EL Specialist. A copy may be given to other school personnel who are involved with the student and need to be aware of the information. The original progress report will be sent to the Student Services Department to be placed in the EL file.

By May 31 of each current school year, an End of Year EL Meeting will be held to discuss the overall progress of the student towards the goals of the EL Plan, the results of the current year's OELPA, and suggested ways parent/guardian can help their student reach full English proficiency. This assumes test results are received by the district by May 15. A copy of the End of Year Meeting Form will be provided to the parent/guardian, the general education teacher(s), kept in the student's cumulative folder and with the EL Specialist. A copy may be given to other school personnel who are involved with the student and need to be aware of the information. The original meeting form will be sent to the Student Services Department to be placed in the EL file.

SOME CLARIFICATION ABOUT EL PROGRAMMING: ACCOMMODATIONS VS. MODIFICATIONS

Accommodations do not reduce learning expectations. They provide *access*. However, modifications refer to practices that *change, lower or reduce* learning expectations. Providing modifications to a student's instruction, homework, or assessments may have the unintended consequence of reducing the opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk of not meeting graduation requirements. Providing a student with a modification during a state accountability assessment may constitute a test irregularity and may result in an investigation into the school's or district's testing practices.

All classroom and testing accommodations and modifications will be documented on the EL Plan and reviewed annually by the EL team. The EL Specialist will document accommodations for state tests using the Personal Needs Profile (PNP).

Classroom Accommodations

ODEW guidelines recommend that EL teams making decisions about instruction accommodations for EL students should consider the following characteristics for accommodation decisions in the content-based classroom:
- The student's current English language proficiency level: based upon initial assessment and/or current OELPA scores.
- Annual review of the student's progress toward attaining English language proficiency.
- The student's experience and length of time in U.S. schools.
- The primary language of instruction in each content area and length of time the student has received instruction in that language.

Granville requires that EL teams must document in the EL Plan the information listed above to ensure that each of the characteristics set forth in the ODEW guidelines have been considered. The EL Plan must clearly indicate the classroom accommodations that will be made and specify in which content areas those accommodations apply.

Any accommodations implemented must be consistent with the level of support the student requires and must be reviewed annually at the EL Plan meeting. No accommodations can be changed without an amendment to the EL Plan as specified in the previous section on Documentation and Monitoring. It is the building EL Specialist's responsibility to ensure that the EL accommodations are provided on a consistent basis and to communicate any accommodation changes to all teachers involved with the EL student.

STATE-WIDE TESTING ACCOMMODATIONS

Accommodations for the Grades 3-8 and End-of-Course Tests

Please refer to the Accessibility Manual for Ohio's English Language Proficiency Assessment on the Ohio Department of Education and Workforce website for information on accommodations. www.education.ohio.gov keyword search: Accessibility Manual for OELPA.

While all English learners have in common that they are acquiring English language proficiency, they are not a homogenous group. Similar to students with disabilities, English learners should not be assigned accommodations using a one-size-fits-all approach. Knowing the student is key.

When considering accommodations for English learners, it is important to focus on the effectiveness of each accommodation for each individual student. Not only does an English Learner's English language proficiency influence accommodation effectiveness, but so do other factors, including their literacy development in English and their native language, grade, age, affective needs and time in U.S. schools. Keep in mind that the purpose of English language assessment accommodations is not to improve an English learner's rate of passing state assessments, but to allow more accurate demonstration of their knowledge of the content being assessed.

All students who have been identified as an English learner may receive accommodations for English learners even if they do not participate in the district English learner program. Schools should monitor how English learners in the classroom benefit from English learner-specific accommodations when determining accommodations for state tests.

Please note on the English Language Arts test the student may use an allowable bilingual, word-to-word dictionary. Dictionaries that include definitions, phrases, sentences or pictures are not allowed. The student should be familiar with the dictionary they will use during testing. An electronic translator may be used instead of a paper dictionary. An electronic translator cannot connect to the Internet or store information. The use of a dictionary is recommended for intermediate and advanced English learners but may not be appropriate for beginning level English learners. The English Language Arts test cannot be translated. Oral translations of the test content are not permitted; however, oral translations of test directions are permitted. There is no Spanish/English version. A dictionary is not allowed on the Ohio English Language Proficiency Assessment (OELPA).

DISTRICT-WIDE TESTING ACCOMMODATIONS

The Granville EVSD utilizes the Terra Nova and Measured Academic Progress (MAP) as district-wide assessments. The EL team will decide and document on the EL Plan which category and individual accommodations are appropriate for the Terra Nova testing using the information provided by the Terra Nova Assessment Accommodations Supplement. Regarding MAP, Granville Schools will consider all allowable accommodations available to English Learners as outlined by NWEA.

GRADING, GRADE RETENTION, PROMOTION, AND TRANSFER

The Granville EVSD will ensure the adopted Board of Education Policies are not in conflict with ODEW Guidelines regarding the grading systems, grade promotion, retention, or transfer of its EL student population.

SPECIAL CIRCUMSTANCES

Career Education

Granville EVSD will ensure the adopted Board of Education Policies are not in conflict with ODEW Guidelines regarding career education opportunities of its EL student population.

Middle and high school students are invited to tour the career educational facility and are provided information regarding the various program/career opportunities offered at C-TEC (Career & Technology Education Center). Additionally, information regarding career offerings is provided annually to all Granville High School students by the high school guidance counselors.

International Exchange Students

All new students entering the district (K-12) whose Language Usage Survey indicates they have a primary or home language other than English will be assessed using the Ohio English Language Proficiency Screener (OELPS). If the results of the initial English language assessment indicate that the student does in fact have limited English proficiency to the extent to which he/she is not able to participate effectively in mainstream classes, then Granville EVSD will identify the student as EL and provide appropriate English language support. Students who are identified and served as EL by the district through this process are allowed the appropriate EL accommodations on the Ohio State Tests. Additionally, international exchange students identified as EL are required to take the Ohio English Language Proficiency Assessment (OELPA) in the spring.

Non-Public Schools

An annual meeting will be held with each chartered private school in the Granville EVSD. The purpose of the meeting will be to discuss participation and use of Title III funds. Any chartered private school that chooses to participate in Title III funds will be afforded all educational services required by Title III. However, an EL student enrolled in a private school participating in Title III funds may not necessarily receive all supports and services afforded to EL students enrolled in Granville EVSD.

Preschool English Learners

If a student enrolls at Flying Colors Preschool, the Granville EVSD will follow the identification process listed on page 6.

STUDENT SERVICES

Gifted and Talented Program

EL students are eligible for placement in Granville EVSD's gifted and talented program regardless of their proficiency in English. All EL students are included in the assessment process. Assessment tools used to identify gifted and talented students may be furnished in the student's native language if deemed necessary.

Special Education

Limited English proficiency is not a learning disability. However, some students may have a learning disability in addition to being limited English proficient. If a student is diagnosed as having a learning disability, he or she will be provided instruction consistent with an Individualized Education Plan developed in collaboration with parent/guardian, the student's teachers, and other specialists.

EL program students may be identified for special education placement if they meet the following criteria:

1. The student must have been in the school district or in another school in the United States for a period of at least one year. (Exceptions-students with observable physical and/or mental disabilities or students who enroll in the district with an Individualized Education Plan (IEP) from another school district.)

2. A multi-factored evaluation has been completed and the student has been determined as having a disability under IDEIA (Individuals with Disabilities Education Improvement Act) regulations.

3. If the student is an English Learner, it must be determined if the primary reason for the student's inability to progress as expected could be due to a lack of English proficiency rather than a disability. The consideration must be discussed as to whether the student's educational experience to date has been inconsistent, or if an immigration experience has had an impact on the student and may explain the student's underachievement. Another factor to consider would be the extent to which the student has been provided with instruction and intervention that has been designed to be responsive to the student's level of proficiency in the English language. If any of these factors is the primary reason the student is not progressing adequately in the general education curriculum, the student will NOT be eligible for special education.

An interpreter must be furnished if the student's dominant language is other than English. It is preferable that the psychologist is proficient in the native language of the student, but if that is not possible, an interpreter may be used who speaks the language of the student. The interpreter cannot be a family member and must represent an independent party.

EXITING THE EL PROGRAM

The GEVSD follows the student exit criteria developed by the Ohio Department of Education and Workforce outlined on page 7 of this manual. See additionally the FAQ document on page 44.

COMMUNICATION

Communication with Parent/Guardian

The GEVSD believes that education is a partnership between the school and the parents/guardians as important stakeholders in any student's success. Parents/guardians will be kept informed throughout the identification process. Once a student has been identified as an EL student and an EL Plan is developed with parental input, parents/guardians will receive updated progress reports at the end of each semester regarding their student's progress toward the goals outlined on the EL Plan. Parents/guardians will receive a copy of the OELPA scores at the end of every school year in which the test is taken.

Parents/Guardians will be invited to two meetings per year specific to their student's EL services. By September 30, parent/guardian will be invited to the EL Plan meeting to review the plan and discuss

the goals, services and accommodations for EL services for the student for the school year. By May 31 parent/guardian will be invited to the End of Year EL meeting to discuss progress on the goals and discuss services for the upcoming school year. This assumes test results are received by the district by May 15. A parent/guardian may request an EL team meeting at any time during the school year to discuss services, accommodations, and progress.

EL Staff Communication with Building Administration

At the beginning of each school year, the district will provide every building administrator with a list of students who are identified as EL in his/her building. The list will include the services that have been agreed upon for the student based on the EL Plan, whether a parent/guardian has refused services for their student, and who the primary EL Specialist will be for the school year for that building.

At the end of each school year, the Director of Student Services will provide every building administrator with an OELPA report designed to provide information about how well the students in that school performed on the assessment in all four areas. The report provides a student roster. This roster shows each student's score and proficiency level in the four areas of the OELPA. This shows students' Reading, Speaking, Listening and Writing levels. This information will help the building principal to evaluate student progress to help identify students who may exit the EL program and those who may need additional help.

EL Staff Communication with General Education Teacher(s)

Every general education teacher for each EL student will be given a copy of the student's OELPA scores and EL Plan.

PROGRAM EVALUATION

The instructional program and individual student progress will be monitored regularly by EL staff and general education teachers through OELPA scores, statewide assessment results, grades, observation, standardized tests, student projects, in-class work, portfolio assessment, and other measures as deemed appropriate.

Federal law does not prescribe a particular program model or evaluation approach to evaluate EL services; it is up to local districts to develop their particular evaluation processes and procedures. However, the U.S. Department of Education Office for Civil Rights has provided resource materials for designing local evaluation procedures for evaluating EL programs.

The Granville EVSD will collect and maintain information to aid in determining whether all aspects of district EL programs are compliant and effective. The following criteria will be used to evaluate the GEVSD EL program annually:

- ♠ Are all the procedures and service provision requirements within ODEW's guidelines regarding the identification process being followed? If not, why and what needs to change?

- ♠ Are all the procedures and service provision requirements within ODEW's guidelines regarding the student assessment process being followed? If not, why and what needs to change?
- ♠ Are all the procedures and service provision requirements within ODEW's guidelines regarding the program services to all students with identified needs being followed? If not, why and what needs to change?
- ♠ Are all the procedures and service provision requirements within ODEW's guidelines regarding the provision of staff and resources consistent with program design being followed? If not, why and what needs to change?
- ♠ Are all the procedures and service provision requirements within ODEW's guidelines regarding the established criteria for transitioning students from EL services being followed? If not, why and what needs to change?
- ♠ Are all the procedures and service provision requirements within ODEW's guidelines regarding the implementation of monitoring practices for EL students who have transitioned from EL services being followed? If not, why and what needs to change?

The Granville EVSD Department of Student Services assesses program goals and/or procedures annually to ensure compliance with legal mandates, ODEW guidelines, and the district's policies. This assessment will also include an audit of all EL files to ensure compliance with records, timelines, and documentation. These evaluations may call for periodic modifications in the district's program plan. In addition, this EL manual will be reviewed annually.

The following chart outlines the evaluation procedures for various levels of the EL programming in the district:

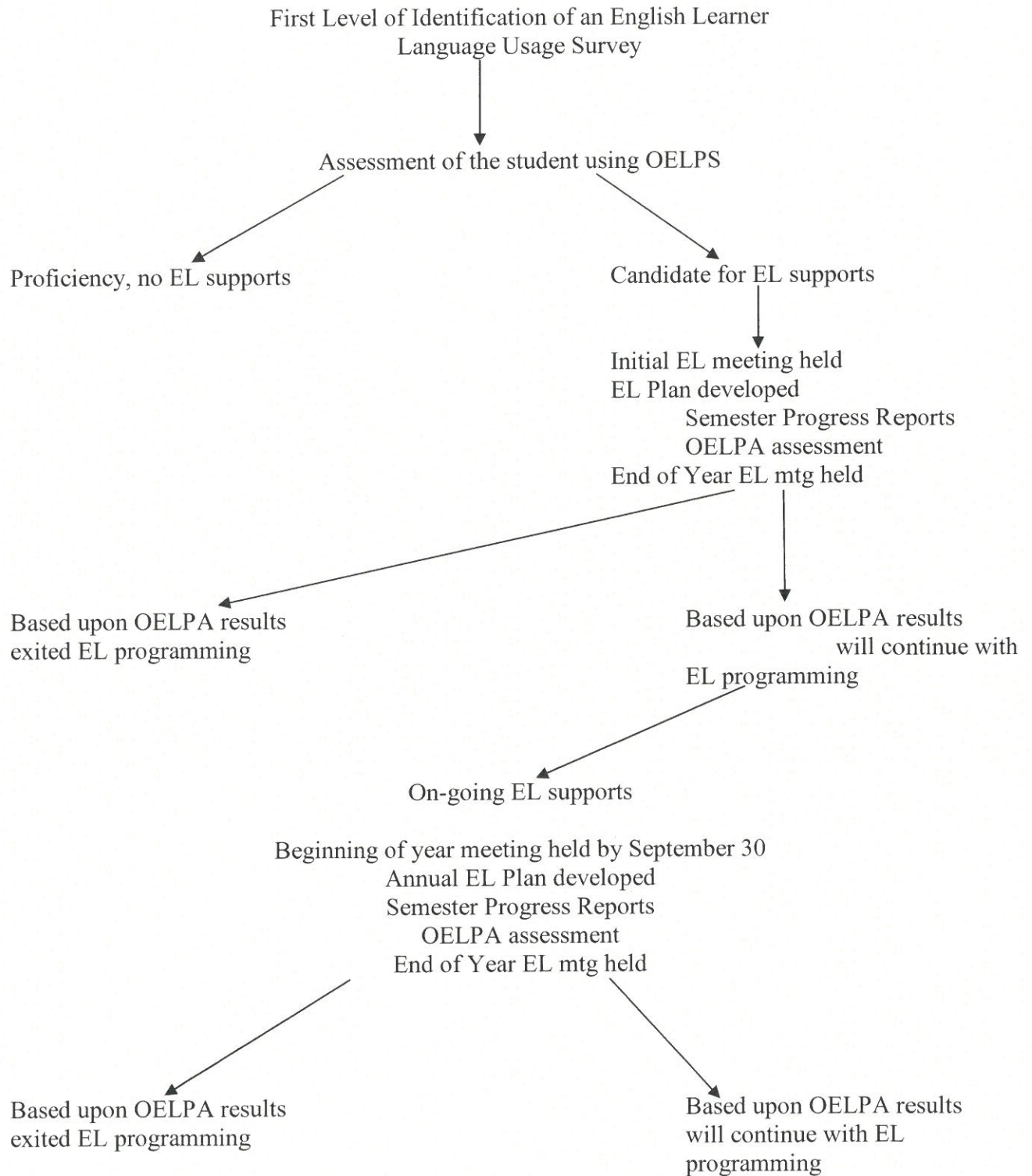| Procedure	Person Responsible	Documentation	Standards/Criteria	Timeline
Student Progress	EL Specialist, General Education Teachers	OELPA scores, statewide assessments, grades, progress reports	Proficiency on OELPA, outcomes on statewide assessments, student's progress in the general education curriculum	Annually, on-going during the course of the year and cumulative across years
Staff Performance	Director of Student Services, Building Principals	District approved evaluation forms as per the negotiated agreement	Meets standards set forth by ODEW and by the negotiated agreement of the Granville Education Association and Granville Board of Education	Per teacher evaluation schedule as per the negotiated agreement
Overall EL Program	ODEW, Director of Student Services	OELPA, AMAOs (Annual Measurable Achievement Objectives), Statewide assessment data, ODEW report card data, Federal Program Review, annual compliance audit	Language proficiency as outlined by ODEW, progress in meeting AMAOs, ODEW local report card criteria, compliance with Title III review criteria	Annually

References

U.S. Department of Education. Language Instruction Educational Programs (LIEP): A Review of the Foundational Literature

Codes listed refer to ODEW EMIS Manual 2.9

APPENDIX A

Flow Chart of EL Program

First Level of Identification of an English Learner
Language Usage Survey

↓

Assessment of the student using OELPS

Proficiency, no EL supports   Candidate for EL supports

↓

Initial EL meeting held
EL Plan developed
  Semester Progress Reports
  OELPA assessment
End of Year EL mtg held

Based upon OELPA results   Based upon OELPA results
exited EL programming   will continue with
                                               EL programming

On-going EL supports

Beginning of year meeting held by September 30
Annual EL Plan developed
Semester Progress Reports
OELPA assessment
End of Year EL mtg held

Based upon OELPA results   Based upon OELPA results
exited EL programming   will continue with EL
                                               programming

APPENDIX B

Terminology

Below are some commonly used acronyms and their definitions:

LEP	Limited English Proficient	Term used in state and federal laws to describe students; can be viewed as a negative description of what students can*not* do.
EL	English Learner	A more positive term that is replacing LEP in many schools.
ESL	English as a Second Language	An instructional program provided to English Learners.
Bilingual Ed	Bilingual Education	A more comprehensive instructional program; includes EL as well as content area instruction in students' native languages.
HLS	Home Language Survey	A form included in the district enrollment packet that assists with the identification of potential English learners. Also called Language Usage Survey.
LUS	Language Usage Survey	A form included in the district enrollment packet that assists with the identification of potential English learners. Also called Home Language Survey.
L1	First Language	The language first spoken by a student; the home language.
L2	Second Language	The second language learned by a student; English is commonly referred to as L2 even though it actually may be the student's 3rd or 4th language.
TESOL	Teachers of English to Speakers of Other Languages -also- Teaching English to Speakers of Other Languages	A national professional organization for EL teachers. Also used to refer to an instructional program.
EL Plan	English Learner Plan	An annual plan and goals developed for English Learner students.
OELPA	Ohio English Language Proficiency Assessment	The assessment used for testing English language proficiency for Ohio English Learner students in Grades K-12.

OELPS	Ohio English Language Proficiency Screener	The initial screening assessment used for testing English language proficiency for Ohio English Learner students in Grades K-12.

APPENDIX C

Forms

See following pages:

Language Usage Survey (also called Home Language Survey)

Parents and Guardians: 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: *(First Name and Last Name)*	Student Date of Birth: *(mm/dd/yyyy)*
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? ⌐ Yes △ 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? △ Yes △ No If yes, when did your child first attend a school in the United States? _____ / _____ / MonthDayYear
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: *(mm/dd/yyyy)*

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

Initial Parent Notification Letter	Granville Exempted Village School District

CHILD'S NAME: Fake Fake   **ID NUMBER:** 1234   **DATE OF BIRTH:** 11/02/2004

Date	Student Name Fake Fake
District: Granville Exempted Village School District	School and Grade Level LACA 10

Dear Parent or Guardian of Fake Fake ,

Your child has been identified as an English learner. An English learner is a student who (1) has a dominant or home language other than English and (2) needs language instruction and supports to effectively participate in school. We used a language survey and Ohio's English Language Proficiency Screener (OELPS) to better understand your child's English proficiency in listening, speaking, reading and writing. Here are your student's results:

Student Name: Fake Fake	
SSID Number: 1234	Student Grade Level: 10
School Year:	School Name: LACA
Date Tested:	District Name: Granville Exempted Village School District
Grade Band:	○ Kindergarten ○ Grade 1 ○ Grades 2-3 ○ Grades 4-5 ○ Grades 6-8 ○ Grades 9-12

Overall Performance on the OELPS

Your Child's Overall Proficiency Determination		Overall Proficiency Level Description
☐	Proficient	Students are Proficient when they demonstrate a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level academic tasks in English. This is indicated on the OELPS by earning Levels 4 or higher in all domains. Proficient students are not identified as English learners and do not receive English language development services.
☐	Progressing	Students are Progressing when, with support, they are approaching a level of English language skill necessary to produce, interpret, and collaborate on grade-level academic tasks in English. This is indicated on the OELPS by scoring at least one domain score above Level 2 and at least one domain score below Level 4. These students are English learners and are eligible for English language development services.
☐	Emerging	Students are Emerging when they have not yet reached a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on the OELPS by scoring a Level 1 or Level 2 in listening, reading, writing, and speaking. These students are English learners and are eligible for English language development services.
☐	Proficiency Not Determined	Students receive a status of Proficiency Not Demonstrated when testing is stopped due to the student not participating. State policy determines whether a non-participant is eligible for English language development services.

Performance on the OELPS by Domain

Domain	Level
Listening	○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Reading	○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Speaking	○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Writing	○ 1 ○ 2 ○ 3 ○ 4 ○ 5

As an English learner, your child is eligible for support through our English language instruction educational program. The program helps support your child's English language development and ensures that they can participate meaningfully in school classes and activities. This letter explains your child's English level and the program available to help your child participate fully in school.

The purposes of the programs are to help multilingual students increase their proficiency in listening, speaking, reading and writing in English. The following district programs are available to help your child develop the language needed to make academic progress:

Initial Parent Notification Letter	Granville Exempted Village School District

CHILD'S NAME: Fake Fake   ID NUMBER: 1234   DATE OF BIRTH: 11/02/2004

- ☐ 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:

Each program is explained in the glossary at the end of this letter.

In addition to developing English language skills, the program will help your child meet age-appropriate academic achievement standards for grade promotion and graduation.

Students remain classified as English learners until they reach the Proficient overall level. This is determined by the state test Ohio English Language Proficiency Assessment (OELPA) given during the spring of every year. English learners demonstrate the overall Proficient level by earning a score of 4 or 5 in each of the four parts of the test (listening, speaking, reading and writing).

Most students become proficient in English and exit our program within   **3**   years. When exited from the program, your child's performance will continue to be monitored for two years to determine if additional academic support is needed.

In   **2022-2023, 100**   percent of high school students eligible for the English language development program at **Granville Schools** graduated in 4 years and   **0**   percent of these students graduated within one additional year.

We strongly encourage your child's participation in the English language development program. We invite you to learn more about the benefits of the program.

Please contact or visit us to discuss your child's progress in English language development and academic achievement.

Contact Name: _____

Contact Phone Number: _____

Contact Email Address: _____

Although our school has an obligation to serve all students who are English learners, you have a right to decline or opt your child out the English learner program or particular services within the program. If you opt your child out of the school's English learner program or specific services, your child retains their status as an English learner. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

○ I understand this information and consent to English language services for my child.
○ I understand this information and would like to speak with district staff to discuss declining my child's participation in the above programs.
○ I do not understand the language above and would like additional language support and explanation about this information.

_____
(Printed name of the Parent/Guardian)

_____   _____
(Signature of the Parent/Guardian)   Date (Month/Day/Year)

Description of Language Development Programs

English-only Supplemental Instructional: A program designed to meet special language needs of English learner students in which none of the instruction during the day incorporates the student's native language. Examples of instructional delivery options provided in this program are English as a Second Language (ESL) classes, pull-out tutoring sessions, sheltered content-based classes (such as a mathematics class adapted to the English proficiency level of English learner students), and support provided by an ESL specialist in a mainstream classroom setting (inclusion). **(235023)**

Structured English or ESL Program: The goal of this program is acquisition of English language skills so the English learner can succeed in an English-only mainstream classroom. Teachers have specialized training in meeting the needs of English learners, possessing either a bilingual education or ESL teaching credential and/or training and strong receptive skills in the English learners' primary language. English is the language of instruction. **(235023)**

Content Classes with Integrated ESL Support: These language supports may be referred to as Sheltered Instruction Observation Protocol (SIOP), specially designed academic instruction in English (SDAIE), or simply sheltered instruction. They are used by all teachers of English learners, making use of instructional materials, learning tasks and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is the language of instruction. **(235019)**

Sheltered English Instruction: An instructional approach used to make academic content instruction in English understandable to English learner students. In the sheltered classroom, teachers use physical activities, visual aids and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects. **(235019)**

Bilingual Supplemental Instructional: A program designed to meet the special language needs of English learner students in which some of the instruction is provided through the native language of the students. Examples of instructional options provided in this program are bilingual education classes taught by a teacher with a bilingual education endorsement or validation (such as a mathematics class taught in both English and Spanish), or explanations of content provided in the native language of the students by a bilingual instructional assistant. Students in this program also may participate in English-only instructional sessions (such as an ESL class) during part of the day. **(235025)**

Dual Language Program: In this program, also known as two-way immersion, English learners and non-English learners receive instruction in English and a non-English language. Dual language programs provide integrated language and academic instruction for both native English speakers and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. **(235017)**

Newcomer: Newcomer programs are separate, relatively self-contained systems designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before entering more traditional programs (for example, English language development programs or mainstream classrooms with integrated ESL support). **(235021)**

Other Programs Other English Learner programs not covered by the other available English learner program codes. Includes Consultation, Monitoring and Academic Assistance: Mutually agreed-upon, designated interactions between teachers and specialists to gain information and resources to better support English learners as a population, as individuals and as language learners. English language proficiency standards are addressed across the curriculum. Required element of EL programs. **(235099)**

Continuing English Learner Identification Notification	Granville Exempted Village School District

CHILD'S NAME: Fake Fake   **ID NUMBER:** 1234   **DATE OF BIRTH:** 11/02/2004

Date:	Student Name: Fake Fake
District: Granville Exempted Village School District	School and Grade Level: LACA 10

Dear Parent or Guardian of Fake Fake

Each year, we are required to assess your child and notify you of your child's proficiency level in English. Based upon the results of the Ohio English Language Proficiency Assessment, your child continues to be identified as an English learner. Here are your student's results:

Student Name: Fake Fake	
SSID Number: 1234	Student Grade Level: 10
School Year:	School Name: LACA
Date Tested:	District Name: Granville Exempted Village School District
Grade Band:	◯ Kindergarten ◯ Grade 1 ◯ Grades 2-3 ◯ Grades 4-5 ◯ Grades 6-8 ◯ Grades 9-12

Overall Performance on the OELPA

Your Child's Overall Proficiency Determination		Overall Proficiency Level Description
☐	Proficient	Students are Proficient when they demonstrate a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level academic tasks in English. This is indicated on the OELPA by earning Levels 4 or higher in all domains. Proficient students are not identified as English learners and do not receive English language development services.
☐	Progressing	Students are Progressing when, with support, they are approaching a level of English language skill necessary to produce, interpret, and collaborate on grade-level academic tasks in English. This is indicated on the OELPA by scoring at least one domain score above Level 2 and at least one domain score below Level 4. These students are English learners and are eligible for English language development services.
☐	Emerging	Students are Emerging when they have not yet reached a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on the OELPA by scoring a Level 1 or Level 2 in listening, reading, writing, and speaking. These students are English learners and are eligible for English language development services.
☐	Proficiency Not Determined	Students receive a status of Proficiency Not Demonstrated when testing is stopped due to the student not participating. State policy determines whether a non-participant is eligible for English language development services.

Performance on the OELPA by Domain

Domain	Level
Listening	◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5
Reading	◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5
Speaking	◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5
Writing	◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5

As an English learner, your child is eligible for support through our English language instruction educational program. The program helps support your child's English language development and ensures that they can participate meaningfully in school classes and activities. This letter explains your child's English level and the program available to help your child participate fully in school.

The purposes of the programs are to help multilingual students increase their proficiency in listening, speaking, reading and writing in English. The following district programs are available to help your child develop the language needed to make academic progress:

Continuing English Learner Identification Notification	Granville Exempted Village School District

CHILD'S NAME: Fake Fake   ID NUMBER: 1234   DATE OF BIRTH: 11/02/2004

- ☐ 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:

Each program is explained in the glossary at the end of this letter.

In addition to developing English language skills, the program will help your child meet age-appropriate academic achievement standards for grade promotion and graduation.

Students remain classified as English learners until they reach the Proficient overall level. This is determined by the state test Ohio +English Language Proficiency Assessment (OELPA) given during the spring of every year. English learners demonstrate the overall Proficient level by earning a score of 4 or 5 in each of the four parts of the test (listening, speaking, reading and writing).

Most students become proficient in English and exit our program within   **3**   years. When exited from the program, your child's performance will continue to be monitored for two years to determine if additional academic support is needed.

In   **2022-2023, 100**   percent of high school students eligible for the English language development program at **Granville Schools** graduated in 4 years and   **0**   percent of these students graduated within one additional year.

We strongly encourage your child's participation in the English language development program. We invite you to learn more about the benefits of the program.

Please contact or visit us to discuss your child's progress in English language development and academic achievement.

Contact Name: _____
Contact Phone Number: _____
Contact Email Address: _____

Although our school has an obligation to serve all students who are English learners, you have a right to decline or opt your child out the English learner program or particular services within the program. If you opt your child out of the school's English learner program or specific services, your child retains their status as an English learner. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

○ I understand this information and consent to English language services for my child.
○ I understand this information and would like to speak with district staff to discuss declining my child's participation in the above programs.
○ I do not understand the language above and would like additional language support and explanation about this information.

_____

(Printed name of the Parent/Guardian)

_____   _____
(Signature of the Parent/Guardian)   Date (Month/Day/Year)

Description of Language Development Programs

English-only Supplemental Instructional: A program designed to meet special language needs of English learner students in which none of the instruction during the day incorporates the student's native language. Examples of instructional delivery options provided in this program are English as a Second Language (ESL) classes, pull-out tutoring sessions, sheltered content-based classes (such as a mathematics class adapted to the English proficiency level of English learner students), and support provided by an ESL specialist in a mainstream classroom setting (inclusion). **(235023)**

Structured English or ESL Program: The goal of this program is acquisition of English language skills so the English learner can succeed in an English-only mainstream classroom. Teachers have specialized training in meeting the needs of English learners, possessing either a bilingual education or ESL teaching credential and/or training and strong receptive skills in the English learners' primary language. English is the language of instruction. **(235023)**

Content Classes with Integrated ESL Support: These language supports may be referred to as Sheltered Instruction Observation Protocol (SIOP), specially designed academic instruction in English (SDAIE), or simply sheltered instruction. They are used by all teachers of English learners, making use of instructional materials, learning tasks and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is the language of instruction. **(235019)**

Sheltered English Instruction: An instructional approach used to make academic content instruction in English understandable to English learner students. In the sheltered classroom, teachers use physical activities, visual aids and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects. **(235019)**

Bilingual Supplemental Instructional: A program designed to meet the special language needs of English learner students in which some of the instruction is provided through the native language of the students. Examples of instructional options provided in this program are bilingual education classes taught by a teacher with a bilingual education endorsement or validation (such as a mathematics class taught in both English and Spanish), or explanations of content provided in the native language of the students by a bilingual instructional assistant. Students in this program also may participate in English-only instructional sessions (such as an ESL class) during part of the day. **(235025)**

Dual Language Program: In this program, also known as two-way immersion, English learners and non-English learners receive instruction in English and a non-English language. Dual language programs provide integrated language and academic instruction for both native English speakers and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. **(235017)**

Newcomer: Newcomer programs are separate, relatively self-contained systems designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before entering more traditional programs (for example, English language development programs or mainstream classrooms with integrated ESL support). **(235021)**

Other Programs Other English Learner programs not covered by the other available English learner program codes. Includes Consultation, Monitoring and Academic Assistance: Mutually agreed-upon, designated interactions between teachers and specialists to gain information and resources to better support English learners as a population, as individuals and as language learners. English language proficiency standards are addressed across the curriculum. Required element of EL programs. **(235099)**

ELP English Learner Plan

CHILD'S NAME: Fake Fake   ID NUMBER: 1234   DATE OF BIRTH: 11/02/2004

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

Background Information:

Overall Performance on the OELPS

Date of Assesssment: _____

DOMAIN	LEVEL
Listening	○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Reading	○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Speaking	○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Writing	○ 1 ○ 2 ○ 3 ○ 4 ○ 5

OELPS 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.
- 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

CHILD'S NAME: Fake Fake   ID NUMBER: 1234   DATE OF BIRTH: 11/02/2004

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

Granville Exempted Village School District

CHILD'S NAME: Fake Fake   ID NUMBER: 1234   DATE OF BIRTH: 11/02/2004

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

CHILD'S NAME: Fake Fake   ID NUMBER: 1234   DATE OF BIRTH: 11/02/2004

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:

Proficiency Score	
Criteria:	Narrative:

Proficiency Score	
Criteria:	Narrative:

Reading

Proficiency Score	
Criteria:	Narrative:

Speaking

Proficiency Score	
Criteria:	Narrative:

Writing

Proficiency Score	
Criteria:	Narrative:

Notification of Denial of Consent for English Language Program   Granville Exempted Village School District

CHILD'S NAME: Fake Fake _____   ID NUMBER: 1234 _____   DATE OF BIRTH: 11/02/2004 _____

Date:	Student Name: Fake Fake
District: Granville Exempted Village School District	School and Grade Level: LACA, 10

Dear Parent or Guardian of Fake Fake _____ ,

We understand that you would like to decline the language instruction educational program proposed for your child. English language programs are specifically designed to help your child increase their English language proficiency, as well as participate in grade-level classes. However, as we discussed in our conversation with you, you have the right to decline the program for your child.

If you wish to decline the English language program, please review and check each item below. Add your initials at the end of the statement. Doing so will indicate you fully understand and agree with each statement. After you have checked and initialed each of the statements, please sign, date and return the form to your child's school. We will keep this document on file stating that you have declined or do not want your child to participate in the English language program at this time.

☐ I am aware of my child's English language assessment score and other information about my child's current academic progress. I understand the recommendation for additional English language instruction.   _____

☐ I am familiar with the English language program the school has available for my child.   _____

☐ I have had the opportunity to discuss the available language instruction educational program with the school staff.   _____

☐ I understand the school believes its recommendation is the most academically beneficial for my child.   _____

☐ In compliance with federal requirements, I understand my child will still be designated an "English learner," eligible for allowable English learner accommodations on state tests, and have his or her English proficiency assessed once per year until he or she no longer qualified under the state's definition of an English learner.   _____

☐ I understand that I have the right to withdraw this written refusal of services at any time and request that my child immediately receive the language instruction educational program.   _____

☐ **This information has been presented to me in language I fully understand.**   _____

_____
Print Name of Parent/Guardian

_____   _____
Signature of Parent/Guardian   Date

Date: _____

Dear Parents/Guardians of Fake Fake   :

Congratulations! Your child scored well on the Spring Ohio English Language Proficiency Assessment (OELPA) and has met the criteria to exit our school's language instructional education program, and will exit our English Learner's program as of _____ .

The OELPA is an annual summative assessment given to all English language learners to provide documentation of English learners' progress toward English proficiency. 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, students successfully complete the language instructional education program by achieving an overall score of proficient on the OELPA. The overall performance level of proficient is defined by a score of 4 or 5 across all four nonexempt domain tests: listening, reading, writing, and speaking. Because your child has met this criteria, they will no longer participate in their school's English Learners' Program. However, your child's performance will continue to be be monitored for an additional 2 years to determine if additional academic support is 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,

_____   _____
District Official   Phone

_____
District Official Signature

Granville Schools
Learning for Life

End of Year EL Exit Meeting

Student Name		Grade	
School		Date	

Ohio English Language Proficiency Assessment (OELPA) Results for Spring 2024:

Reading	Writing	Speaking	Listening	Composite

Previous OELPA Results from 2023:

Reading	Writing	Speaking	Listening	Composite

English Learner (EL) status for 2024-2025 School Year:

This student has reached a level of **proficient** on the OELPA and is exited from the ELL program (ELL services are no longer needed.)	Yes	No
This student is eligible for continued ELL services next school year.	Yes	No
We will reach out to schedule a follow up meeting next school year.	Yes	No

Student's progress towards the goals as outlined in the EL Plan:

Reading: Limited   Adequate   Mastery   N/A

Writing: Limited   Adequate   Mastery   N/A

Listening: Limited   Adequate   Mastery   N/A

Speaking: Limited   Adequate   Mastery   N/A

Students only receive goals for areas of growth (an OELPA score of 1, 2, or 3). For proficient scores (4 or 5), no goal is developed in that area and students receive an N/A on this form.

For specific details regarding progress, please refer to the end of year progress report.

The purpose of the end of the year core team meeting is to review the current level of English language acquisition of your student based upon most recent OELPA results and discuss overall

progress of goals outlined in the Individualized English Language Acquisition Plan. Students who receive a score of proficient (4 or 5) in all four areas will be exited from the ELL program.

When exited from the program, the student will then be monitored for two years in order to ensure that he or she has not been prematurely exited and that he/she is meaningfully participating in the standard educational programs comparable to peers.

English Learners Exit FAQ

What does it mean to be exited from the EL program?

Students are exited from the EL program when they receive a score of **proficient** (a score of four (4) or five (5)) in all four areas (reading, writing, listening, speaking) of the Ohio English Language Proficiency Assessment (OELPA). When students achieve a score of proficient, they have reached the level of English Language Proficiency that they need to succeed in school. Receiving scores of four and five indicates the student does not need help with the acquisition of their English language skills and have the language skills they need to access the general education curriculum in school.

What does that mean for my child next year?

Your student will no longer be pulled out for EL instruction during their school day. Instead, the EL teacher will periodically meet with your child's classroom teacher to discuss your child's performance at school and offer information and insight as needed.

How long will the EL teacher be checking in?

Students who are exited from EL services are monitored for two school years to ensure they are making progress.

What if my child continues to need support?

If your child's academic performance starts to fall behind, the EL teacher might reach out to you to discuss the reclassification of your child. Our team would reach out to you to schedule a meeting to discuss your child's performance at school. Occasionally, it is recommended that a student be "reclassified" as an EL, which means your child would have the option to receive direct EL services again. No decisions to reclassify will be made without parent consent. The EL teacher would reach out to schedule a meeting with parents first to make a collective decision. It is rare for an exited EL student to need to be reclassified.

My child still makes mistakes when speaking English, is that expected?

Yes, this is completely normal. Exiting the EL program does not mean that your child's English language skills are flawless. They might still make mistakes with grammar or occasionally forget a word in English. This is normal and developmentally appropriate for multilingual students. Rest assured that your child's OELPA scores indicate that he or she has all of the language skills necessary to be successful in school.

If you have any other concerns, feel free to reach out to us via email. Our contact information is Laura Smailes, lsmailes@granvilleschools.org (EL teacher); and Gwenn Spence, gspence@granvilleschools.org (Director of Student Services).