Little Miami Local School District
Department of Student Services
English Learner Programs
Handbook

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a.   Mission Statements, Core Beliefs, Vision Statement, and Background

1.   Little Miami School District Mission Statement and Core Beliefs

Mission: The board believes that it is the responsibility of the school system to ensure that each graduate is college and career ready. To these ends, an environment of high expectations and opportunity shall be created that fosters scholarship and citizenship and develops within each student the ability to become a productive and responsible member of society.

Core Beliefs: Little Miami Board of Education, staff, students, parents, and others will operate in ways that support and demonstrate the following core beliefs:

- Academic excellence
- Safe learning and working environments
- Quality facilities for quality learning
- Fiscal responsibility
- Adherence to all state and federal requirements

2.   Little Miami Local School District – Student Services Department - English Learner Programs Vision and Mission Statements

Vision: The Student Services Department - English Learner Programs at Little Miami Local Schools is committed to providing equitable access to rigorous education. Our approach to equity will include providing education access to improve a student's skills in the English language, provide ways to communicate that honors the heritage language of students and their families, and create innovative teaching and learning opportunities for every student, both inside and outside the traditional classroom, through best educational practices for English learners. We will help students develop their understanding of the English language to best prepare them for life after Little Miami, to best navigate the English-speaking world.

Mission: To ensure equity and access to education for all English learners to further empower them for college, career, and life success.

3.   Background

Little Miami Local Schools covers 98 square miles and includes the villages of Morrow, Butlerville, and Maineville, plus Hamilton, Harlan, and Salem Townships in southwestern Ohio. Little Miami encompasses five school buildings. Panther students begin their journey at Little Miami Early Childhood Center from preschool through 1st grade. Students then move to Little Miami Primary School for 2nd and 3rd grade, followed by Little Miami Elementary School for 4th and 5th grade. Little Miami Middle School houses students in grades 6th through 8th, with 9th through 12th graders learning at Little Miami High School. The district prides itself on child-centered decision making, service to the whole child, and opportunities for all students to achieve their highest potential.

In recent years, the English Learner (EL) population has drastically increased within and around the Little Miami attendance area. As of October 2023, the EL population stands at 4.2% of all students enrolled in Little Miami Schools. These students receive structured services based on their level of English language proficiency, initially determined by the Ohio English

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Language Proficiency Screener (OELPS). All service delivery aims to provide students with opportunities to fulfill the mission and core beliefs of Little Miami Schools, and Little Miami's Student Services Department – English Learner Programs.

The majority language, other than English, is Uzbek, spoken by 46% of all ELs. Several students have languages that are categorized as *other.* There is also a statistically significant population of Spanish and Russian speakers. Five of the six populated continents are represented through Little Miami Schools student enrollment, with a variety of backgrounds that make reaching all ELs under bilingual programming difficult. Currently, an English-language instruction program is the best course of action to meet EL student needs.

17.8% of all students enrolled within Little Miami Local Schools qualify for low-SES services. 4.7% of all students identify as Multiracial. 4.2% of all students identify as Hispanic. 3.3% of all students identify as Black, Non-Hispanic. 2.4% of students identify as Asian and 85.3% of all students identify as White, non-Hispanic. 11.4% of all students are identified as receiving Special Education Services and 20% of students are identified as gifted. [1]

b. Job Descriptions for Departmental Faculty and Staff

1. Exempt

Executive Director of Student Services

DESCRIPTION: The Director of Student Services, directs the planning, development, organization, management, direction, and implementation of all aspects of Student Services programs of the District which include alternative education, special education services, pre-school services, home instruction services, gifted services, ELL services, student homeless services, related grant funded programs, and Section 504 procedures, district and state assessment,; assures compliance with laws, codes, and regulations related to Student Services; evaluates assigned personnel; and performs related work as required. The Director possesses effective interpersonal skills, especially in mediation/arbitration roles. The Director exhibits objective interviewing skills, problem-solving skills from a strengths-orientated perspective, and the ability to communicate professionally with outside agencies.

ESSENTIAL FUNCTIONS:
- Serves as the District Section 504 Coordinator, ELL Coordinator, Gifted Coordinator, Homeschool Coordinator, Open Enrollment Coordinator, supervises the Special Education Director, EMIS Coordinator, Preschool Director, and Central Registration.
- Assists principals regarding suspension and expulsion hearings for students receiving special education services.
- Reviews the placement of students requiring enrichment and intensive intervention.
- Utilizing the resources of the department, prepares all local, state, and federal reports relative to areas of special education, gifted education, ELL, and LEP services.
- Works collaboratively with the district treasurer to complete annual state reports such as catastrophe costs.
- Collaborates with EMIS personnel to ensure accuracy of data reporting to the Ohio Department of Education.
- Provides advice and counsel for building administrators, teachers and community on matters pertaining to Student Service activities.
- Identifies personnel needs and participates in the selection of personnel.
- Counsels with parents toward improving home situations whereby more favorable conditions will be attained in regards to academics, behavior, attendance, and interest.
- Serves as liaison between the school and outside agencies such as the Department of Family and Children Services, Health Department, Juvenile and Superior Courts.

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[1] *All data in this paragraph taken from the 2022 Ohio State Report Card.*

- Manages assessment and testing – orders, disseminates tests, ensures building administrators and staff know and follow testing protocols for all state and district testing.
- Manages and maintains district testing data collection, analysis, dissemination of results, and recommendations of next steps.
- Monitors standards of administration for statewide assessments for students; ensure that staff know and understand allowable accommodations/modifications and administration procedures.
- Helps families make appropriate social agency contacts, when needed.
- Participates with other members of the student personnel team in case conferences and regular staff meeting.
- Participates in the preparation and administration of program budgets and reports as required.
- Provides technical expertise and information regarding the formulation and development of policies, procedures, and grant-funded programs as needed.
- Ensures that district and building administrators remain current in changes to laws and practices that govern programs and services for students.
- Assists with the development, implementation, and evaluation of effective alternative programs.
- Plans, implements, and facilitates professional development/in-service sessions for staff assigned the responsibility of delivering student services.
- Conducts program evaluations to determine strengths and needs.
- Creates a framework for timely and efficient communications with all stakeholders.
- Performs all other duties as may be assigned.

ADDITIONAL WORKING CONDITIONS:
- Exposure to blood, bodily fluids, and tissue.
- Exposure to loud noises.
- Occasional interaction with unruly children.
- Repetitive hand motion, e.g., computer keyboard, typing.
- Interruption of duties by visitors, staff and/or telephone and radio.

Educational Specialist (ESL)
JOB SUMMARY: To provide a remediation-based program in one or more of the basic educational areas for each student assigned.

QUALIFICATIONS:
- Be of good moral character
- Be flexible, personable, and creative.
- Attend all meetings as required by district administration.
- Excellent or above average attendance
- Pass criminal background check including fingerprinting.
- Above average organizational skills
- Maintain an active state aide permit or state license.
- 4-year degree is preferred, but not required

FUNCTIONS/RESPONSIBILITIES:
- Develop appropriate annual goals and short-term objectives for each student assigned to the tutorial service.
- Facilitate small-group learning for identified students.
- Conference with classroom teachers sharing the responsibility of students in the program, assure the coordination of service needs and foster communication between professionals.
- Keep records of student progress that coordinate with currently existing goals and objectives for each student.
- Provide updated educational evaluation data on students in the program.

- Evaluate student progress through the implementation of both formal and informal assessment materials to determine eligibility for continued placement.
- Attend training on state and local assessments in order to best prepare students and assist in the administration of the various assessments.
- Maintain confidentiality and treat staff, students and parents in a professional manner.
- Motivate students to learn and strive for achievement.
- Participate in staff, department or district meetings and in-service programs as requested.
- Share all suspected cases of child abuse with the building principal.
- Travel between schools as assigned.
- Dress appropriately and show care for personal appearance.
- Abide by all of the polices and guidelines of Little Miami Local School District.
- Observes all mandatory safety regulations for aiding and supervising students.
- Performs other duties as assigned.

ESSENTIAL SKILLS:
- Language Skills: Ability to read and interpret documents such as safety rules, operating and maintenance instructions and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively with staff and students.
- Problem Solving: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Identifies and resolves problems in a timely manner.
- Reasoning Ability: Ability to carry out instructions furnished in written, oral, or diagram form. Ability to be a problem solver.
- Computer Skills: To perform this job successfully, an individual should have knowledge of internet software, word processing software, and e-mail software.
- Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
  When performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle or feel; reach with hands and arms and talk or hear. The employee is frequently required to stand and walk. The employee is occasionally required to stoop, kneel, crouch, or crawl. The employee must frequently lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, and ability to adjust focus.
- Attendance/Punctuality: Is consistently at work and on time. Ensures work responsibilities are covered when absent. Arrives at meetings and appointments on time.

ADDITIONAL WORKING CONDITIONS:
- Occasional exposure to blood, bodily fluids, and tissue
- Occasional operation of a vehicle in inclement weather conditions
- Occasional interaction among unruly children
- Occasional requirement to travel, e.g., to professional meetings
- Occasional interruption of duties by staff, students, parents, and visitors to the school district
- Interpersonal skills sufficient to work closely with others
- High level cognitive, interpretive or judgment skills
- Ability to plan, negotiate, direct, control, and monitor others activities
- Occasional requirement to work beyond the normal workday

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1. **Certified**

Teacher:

QUALIFICATIONS:
- Bachelor's Degree
- Appropriate state of Ohio certification/license
- Acceptable BCII report and FBI report
- Alternative to the above qualifications as the Superintendent or Board of Education may find appropriate.
- Strong team player
- Energetic self-starter

General Description: Provides instructional and related programs by preparing, planning, understanding, and applying effective professional teaching methods, and maintains effective pupil, parent, school, district, and community relationships.

ESSENTIAL FUNCTIONS:
- Ensure the safety of students and staff
- Follow the adopted curriculum
- Become familiar with relevant aspects of student's background knowledge and experiences
- Articulate clear learning goals for the lesson that are appropriate to the students
- Demonstrate an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.
- Create or select teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
- Create a climate that promotes fairness
- Establish and maintain rapport with students
- Communicate challenging learning expectations to each student
- Establish and maintain consistent standards of classroom behavior
- Make the physical environment as safe and conducive to learning as possible
- Make learning goals and instructional procedures clear to students
- Make content comprehensible to students
- Encourage students to extend their thinking
- Monitor student's understanding of content through a variety of means providing feedback to students to assist learning, and adjusting learning activities as the situation demands
- Use instructional time effectively
- Reflect on the extent to which the learning goals were met
- Demonstrate a sense of efficacy
- Build professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.
- Communicate with parents or guardians about student learning
- Seek out resources and interventions for students who are not making progress
- Provide services as outlined in the students' IEP, WEP, 504, and/or Intervention Plan
- Serve on committees
- Assist in the supervision of bus, cafeteria, recesses, or other duties
- Maintain respect at all times for confidential information, e.g., student files, IEP, WEP, 504, multi-factored evaluation, psychological testing, state test score, medical record, and personnel files

- Maintain a positive and effective rapport with staff, students, parents, community members, and administration
- Use tact and diplomacy when dealing with the public
- Promote good public relations
- Cooperate with supervisory staff to improve instructional procedures and the learning environment
- Respond to routine questions and requests in an appropriate manner
- Attend meetings and in-services
- Demonstrate attendance patterns that promote consistent instruction
- Pursue professional growth through reading, professional learning communities, additional coursework, seminars, workshops, etc. as required to renew credentials
- Ensure that Board policies are met and enforced.

OTHER DUTIES OR RESPONSIBILITIES:
- Perform other duties as assigned by Principal, Superintendent, or designee

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES:
- Ability to demonstrate knowledge of social, emotional, and academic research in regards to student learning
- Ability to demonstrate knowledge of overall instructional methodology
- Ability to demonstrate content knowledge
- Ability to work effectively with students and adults
- Ability to work effectively independently
- Ability to demonstrate effective, active listening skills
- Ability to demonstrate organizational and problem solving skills
- Ability to communicate effectively with all types of people
- Ability to be flexible and adaptable to changing situations

EQUIPMENT OPERATED:
- Telephone
- Computer/printer
- Audio-Visual (tape recorder, TV, Smart Board, VCR, DVD, etc.)
- Laminator
- Book Binder
- Die Cut
- Equipment specific to content i.e. science labs, cooking labs, life skills

ADDITIONAL WORKING CONDITIONS:
- Occasional exposure to blood, bodily fluids, and tissue
- Occasional interaction among unruly children
- Occasional operation of a vehicle in inclement weather conditions, ie., being prepared to come to work on all workdays except calamity days
- Occasionally lift, carry, push, and pull various items up to a maximum of 40 pounds and 100 pounds on wheels. Frequent repetitive hand motion, e.g., computer keyboard, typing, calculator, writing
- Regular requirement to sit, stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, crouch, climb, kneel, and stoop
- Occasional evening, weekend, and summer work

II. **Statutes, Policies, and Legal Requirements for English Requirements for English Learners**

a. **United States Federal Policies for English Learners**

1. **Background:**

All children in the United States are entitled to equal access to a public elementary and secondary education, regardless of their or their parents' actual or perceived national origin, citizenship, or immigration status. This includes recently arrived unaccompanied children, who are in immigration proceedings while residing in local communities with a parent, family member, or other appropriate adult sponsor.[1]

Ensuring that State Education Agencies (SEAs) and school districts are equipped with the tools and resources to meet their responsibilities to Limited English Proficient (LEP) students, who are now more commonly referred to as English Learner (EL) or English Language Learner students, is as important today as it was [with the establishment of the Civil Rights Act]. ELs constitute nine percent of all public school students, and their numbers are steadily increasing. It is crucial to the future of our nation that these students, and all students, have equal access to a high-quality education and the opportunity to achieve their full academic potential.[2]

2. **National Codices and Policies for the Instruction of English Learners:**

   a. Title VI of the Civil Rights Act of 1964: Title VI prohibits discrimination on the base of race, color, or national origin in any program or activity that receives Federal funds or other Federal financial assistance. For English Learners (ELs), this is interpreted that ELs cannot be denied participation in any activity that receives federal funds, including school enrollment, based on their inferred national origins or their lack of English language proficiency.

   b. Lau v. Nichols: U.S. Supreme Court decision from 1974, unanimously ruled under the Civil Rights Act that any school district receiving Federal funds must provide non-English speaking students with instruction in the English language to ensure they receive an equal education. A guideline for following this decision, the Lau Remedies, was created in 1975, specifies methods and approaches for schools to follow to provide a meaningful education to students with limited English proficiency.

   c. Castañeda v. Pickard: U.S. Supreme Court decision from 1981 that requires programs that educate children with limited proficiency in the English language to be (a) based on a sound educational theory and (b) adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and (c) periodically evaluated and, if necessary, revised.

   d. Plyler v. Doe: U.S. Supreme Court decision from 1982 which ruled that all children, regardless of immigration status, have a constitutional right to a free public education from kindergarten to grade 12. This ensures that school districts receive funds, and do not have funds withheld, for educating children with unknown citizenship status. This allows minor children that may be illegal aliens protection under the 14th Amendment.

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[1] Educational Services for Immigrant Children
[2] Dear Colleague Letter January 2015

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Per these codices and policies, the Little Miami Local School District has the legal obligation to ensure that ELs can participate meaningfully and equally in educational programs and services. To meet their obligations under Title VI and EEOA, Local Education Agencies (LEAs) must, for example:

- Identify and assess all potential EL students in a timely, valid, and reliable manner;
- Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with Castañeda v. Pickard and Lau v. Nichols
- Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students
- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities
- Avoid unnecessary segregation of EL students
- Ensure that ELs who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of the students who need special education and disability related services because of their disability are considered in evaluations and delivery of services
- Meet the needs of ELs who opt out of language assistance programs
- Monitor and evaluate ELs in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit ELs from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied
- Evaluate the effectiveness of Little Miami Local School District's EL program to ensure that ELs in the program acquire English proficiency and that the program is reasonably calculated to allow ELs to attain parity of participation in the standard instructional program within a reasonable period of time
- Ensure meaningful communication with parents who have limited English proficiency (LEP)[3]

b. Ohio State Policies for English Learners

According to the Ohio Department of Education, "Under the Every Student Succeeds Act (ESSA), 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."[4]

According to the Ohio Department of Education's Administrator's Guidance for English Learners, "delivering effective instruction that meets English learners' linguistic and cultural needs" is the paramount objective of English Learner departments statewide. ODE offers guidance in five domains, where policies are set within timelines to ensure equity and fair access for all ELs, and accountability for Ohio's public school districts in regards to service delivery for English learners. The five domains are:

- Communication with families
- Enrolling and registering English learners
- Identification and placement of English learners
- Providing instruction to English learners
- Exiting English learner status

[3]English Learners and Title III of ESEA
[4] Source: Ohio Department of Education

III. Identification and Enrollment of English Learners

a. Definition and Identification

1. What is the Federal definition of an English Learner (EL)?
- An English Learner (EL) is a student:
  - Who is aged 3-21;
  - Who is enrolled or preparing to enroll in an elementary or secondary school;
  - Who was not born in the United States OR whose native language is a language other than English; and
  - Where difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
    - The ability in meeting the State's proficient level of achievement on State assessments described in 1111 (b)(3)[5];
    - The ability to successfully achieve in classrooms where the language of instruction is English; or
    - The opportunity to participate fully in society.

2. What is the State of Ohio's definition of an EL?

"English learners are a growing part of the PreK-12 student population. Over the last ten years, Ohio's percentage of EL students has doubled to approximately 60,000 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, Nepali, Pennsylvania Dutch (a dialect of German used by the Amish), French, and Turkish. Students who are English learners have had significant exposure and communication experiences in a primary or home language other than English. These multilingual students benefit from specialized supports in English as a second (or new) language to develop academically and participate equitably in school."

b. Registration and Enrollment

1. Central Registration: First Interactions

Students are required to register for enrollment at Central Registration, located at Little Miami's Central Office. During registration, students and families are required to answer the Home Language Survey (HLS). Parents who answer anything other than *English* to any of the following questions are considered potentially eligible for EL services:
- What language did your child first learn?
- What language does your child use most at home?
- What languages are used in your home?
- In what language would your family prefer to communicate with the school?

Any answer other than "English" triggers the screening process for the incoming enrollee.

At Central Registration, enrollment within the district requires the following documents:

- Child's birth certificate or passport
- Driver's license OR state issued ID card of parent/guardian
- Student's immunization records
- Custody Paperwork, if applicable
- Three (3) items that demonstrate proof of residency, from the list below:
    - Signed lease/rental agreement/residency affidavit
    - Settlement statement
    - Deed

Once the registration is complete, the student will be given a start date. The student can only be given the language screener after enrollment is complete.

c. Screening Procedures

A certificated ESOL teacher or an ESL educational specialist will be assigned to administer to the OELPS to any student that triggers the screening process via the HLS. The OELPS gives a baseline of the student's English language proficiency, which then allows assignment of EL services, supports, and accommodations for equitable access to academic programming.

OELPS-BK. The OELPS-BK is the Ohio English Language Proficiency Screener for the Beginning of Kindergarten. Students enrolling in kindergarten in the first half of the kindergarten year (on or before December 31) are administered the OELPS-BK.

OELPS is to be given in a relatively quiet setting, with one teacher administering the screener to one student. OELPS is accessed within the Cambium Assessment SecureTestBrowser on a school assigned device. Anyone administering OELPS is expected to have either undergone initial training for the AIR test system, or have taken the refresher course as soon as possible as the new school year begins.

The student will be screened in the four language domains: listening, reading, speaking, and writing. Each domain is scored individually, and then a composite ranking is assigned from the total score. The rankings are as follows:

- Emerging: If a student scores as "Emerging", they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content related academic tasks in English. This is indicated by attaining a profile of Level 1 and/or Level 2 in all domains. Students scoring as "Emerging" qualify as an English Learner with program supports.
- Progressing: If a student scores as "Progressing", they can, with supports, approach a level of English language skill necessary to produce, interpret, and collaborate on grade-level content related academic tasks in English. This is indicated by attaining a profile with one or more domain scores above Level 2, but not yet meeting the requirements to be scored as "Proficient." Students scoring as "Progressing" qualify as an English Learner with program supports.
- Proficient: If a student scores as "Proficient", they have attained a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content related academic tasks in English. This is indicated in two different ways:

Grades K-12: The student must attain a profile of Level 4 or higher in all domains.

Kindergarteners taking the OELPS-BK will be proficient (not an English learner) if they earn domain levels of 3 or higher in all nonexempt domains of the screener.

Students that score "Proficient" on OELPS do not initially qualify for EL services; however, reclassification is possible if noted that the student is struggling academically due to language issues.

Parents/guardians have the right to refuse administration of EL services to their child. If the parent/guardian refuses EL services, the student must still be monitored via OELPA testing annually until they test as "Proficient."

d. Student Placement

EL student placement within Little Miami classrooms is based on three factors:

- Language screening
- Age
- Evidence of prior education

1. According to the age of the student, the student will be placed in the grade level that most closely aligns with their age-level peers. If the student is age 14 or older, official academic records should be reviewed by appropriate personnel to determine appropriate academic placement. Any high school credits earned in other educational settings, including in other countries, should be comparably awarded.[6]
2. If a student is aged 14 or older, and has gaps in their education, the LMHS Credit Check Sheet should be used to help determine placement. Those that will help decide the student's placement include the high school principals, the high school counselors, and the ESOL Teacher and/or ESL Educational Specialist.
3. Once a student enrolls, language screening will occur at the student's school. A qualified test administrator or proctor will give the OELPS to the student who triggers the screening process during enrollment. Once the OELPS results return, the student will be given appropriate support by the ESOL staff for language acquisition goals.

IV. Assessment and Evaluation of English Learners

a. Monitoring Academic Progress

Just like any other Little Miami student, Little Miami's EL population will have regular monitoring of their academic progress through a variety of means. The rationale for academic progress monitoring is as follows:
1. To evaluate the effectiveness of Little Miami's EL program in its current state
2. To better understand the immediacy of academic need among the EL population in Little Miami Local Schools
3. To create a plan of action to improve academic outcomes among the EL population in Little Miami Local School
4. To determine professional development needs among any and all teachers that service the EL population at Little Miami Local Schools.

b. Mandated State Assessments

All EL students will be required to take the Ohio State Tests (OSTs), in concordance with their currently enrolled grade level. EL students should be availed to proper accommodations for any OST administration, in accordance with their Limited English Proficiency (LEP) plan. See *Accommodations for Testing* (below) for allowable accommodations for EL students.

c. District Level Assessments

EL students should take district-level assessments with the same accommodations that would be allowed for AIR/OST assessments.

EL students in grades K-1 will participate in progress monitoring via Acadience Learning. EL students in grades 2-3 will participate in progress monitoring via Acadience Learning and NWEA MAP. EL students in grades 4-8 will participate in progress monitoring via NWEA MAP assessments. These assessments should be given to students regardless of time in country, even if new to education in the United States.

d. Course Marks

EL students will also be monitored by the marks they earn in their enrolled coursework. Marks should be used to determine if a student can reasonably access the content, and if students are successful in reaching grade-level standards with appropriate accommodations, according to grade level. Teachers of EL students should also evaluate student marks to determine a student's ability to access academic content via their English language proficiency.

e. Accommodations for Testing

When EL students are assigned a standardized assessment, certain accommodations should be implemented for the sake of equity. Such accommodations are highly encouraged to be implemented regularly in classrooms to assist with content mastery and scaffolding instruction.

Per ODE's Testing Accessibility Manual, the following accommodations are available to ELs. It is important, however, to check a student's LEP plan to determine which accommodations are appropriate for testing. The most common accommodations will be indicated with an asterisk (*).[7]

Accommodation	When To Implement
Dual Monitors	Students should not typically take online tests on computers connected to more than one monitor. Systems that use a dual monitor setup often display an application on one screen while another application is accessible on the other screen. However, dual monitors are allowable as an accommodation to facilitate human read-aloud and oral translation. Instead of the reader, interpreter, or translator reading "over the shoulder" of the student testing, the reader, interpreter, or translator can face the student while looking at the second screen that mirrors the student's testing screen. Test security must be maintained at all times due to the dual screens and access to other programs.
Extended Time*	Extended time is appropriate for English learners of all English proficiency levels. With extended time, the student is allowed more time than allotted for each test part. In most cases, ODE recommends that extended time be defined for students and not left open-ended. This accommodation is usually expressed as 1.5x or 2x. A student who has 1.5x time on a test that normally takes 60 minutes may be allowed 90 minutes. Extended time may not exceed one school day; students must complete each test part on the same day the part is started. Decisions about how much extended time is provided must be made on a case by-case basis for each individual student, not for any category of students or group. Teams should keep in mind the purposes of different accommodations as they relate to disability characteristic or language barrier. Typically, if a student needs extended time, 1.5x is sufficient. For some accommodations, such as an oral translation, 2x time is appropriate. Rarely is unlimited time (an entire school day) applicable. Schools may choose to test students with extended-time accommodations in a separate setting to minimize distractions. ODE recommends scheduling these students for testing in the morning to allow adequate time for completion of a test part by the end of the school day.

Human Reader for Online Test	A human reader is not allowed for ELs on the English Language Arts OST. For mathematics, science, and social studies tests, a test administrator reads in English from the student's computer screen to the student. For online testing, most students should be able to use text-to-speech for a read-aloud. Test administrators must administer the read-aloud accommodation in a separate setting. This feature can be provided in small groups if set up as a small group administration in TIDE. If testing in a small group, test administrators should ensure that all students in the group have similar abilities so that the reader's pace meets all student needs without being too slow or too fast for some students. If a student needs this accommodation, the person providing the accommodation must read the entire test to the student. It cannot be "as needed" or "on demand." This accommodation is appropriate for students who regularly have a human reader in the classroom and who have had very little or no prior experience or familiarity with online testing technology.
Oral Translation*[8]	Oral translations are not allowed for the English Language Arts tests, except for the test directions. The general directions for all tests, including English Language Arts, may be translated. The general directions are the scripted test directions the test administrator reads to all students before the test begins. ODE will not reimburse translators for translating general directions only. A translator reads aloud the test to a student in the student's native or preferred language. Translators will translate the test from the student's device. Student responses must be recorded in the Student Testing Site in English. Responses submitted in a language other than English will not be scored. Refer to the OST Test Administration Manual for additional information about how to administer an oral translation. For students taking Ohio's State Tests, refer to the OST Test Administration Manual, Appendix B: Supplemental Instructions for Oral Translation and Human Reader for Online Test Administrations. A translator must administer an oral translation of the test in a separate setting. Oral translation is appropriate for beginning and some intermediate-level ELs, but may not be appropriate for advanced-level ELs.

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[8]Because of the availability of the Bilingual Test Form (Spanish/English), Little Miami Local Schools generally reserves this accommodation for ELs that do not speak Spanish as a heritage language.

Scribe (in English)	A scribe is not allowed for ELs on the English Language Arts OST. The student dictates responses in English. The test administrator must test the student in a separate setting. A scribe may be appropriate for beginning level ELs who do not have translators and who have better spoken than written English language proficiency. Typically, a scribe is not appropriate for intermediate- or advanced-level ELs.
Bilingual Test Form (Spanish/English)*	Ohio's State Tests are available in English and Spanish, except for the English Language Arts tests. When the accommodation is enabled, the student can toggle between the two languages. Only responses in English will be scored. An oral translator or interpreter may be provided to translate the student's response from Spanish to English. The bilingual test form is appropriate for students who have content knowledge in both Spanish and English. It is not appropriate for students who have not been instructed in tested content in Spanish.
Text-to-Speech Spanish/English*	Text-to-speech is not allowed for ELs on the English Language Arts OST. The text-to-speech feature reads aloud the test to the student. This accommodation is recommended for beginning and some intermediate ELs, but may not be appropriate for advanced-level ELs. Students who use text-to-speech should use a voice pack they are familiar with and adjust the volume, pitch, and rate prior to starting the test. Detailed information about text-to-speech functionality is in the Test Administration Manual on the OST portal. A Spanish voice pack may be needed to speak the Spanish version of the test.
Text-to-Speech Tracking*	Text-to-speech tracking is not allowed for ELs on the English Language Arts OST. The feature will highlight words in test questions as the embedded text-to speech feature reads the test aloud, which may help some students who use text-to-speech.

V.   Reclassification, Exit of Services, and Post-Exit Monitoring

a.   Reclassification of an English Learner

From ODE:

"Districts and administrators have the obligation to reclassify, properly exit, and monitor, English learners. An English learner student in grades K-12 is reclassified as a former English Learners (FEL) when the student attains a performance level of "Proficient" on the (OELPA) assessment administered during the spring of each school year. The Proficient performance level is defined as domain/test level scores of 4 and 5 in any combination across all four domains."

Once an EL student reaches the Proficient level on OELPA, the student is no longer mandated to participate in EL services. For the purposes of scheduling coursework, the student is no longer considered to be an English Learner; their courses should be scheduled outside of the consideration of EL supports.

b.   Monitoring Exited EL Students

From ODE:

"To assure that former English learners are successful in academics through effective instruction and accessible programs, Ohio schools and districts are required to monitor former English learners for at least two years after exit from the English learner program." This is protocol to ensure that former ELs do not prematurely exit services.

If a former EL is identified via progress monitoring to have a need for language supports, an LEP plan can be established for that student to ensure access to the general curriculum. Reasons for re instituting an LEP plan would be if an exited EL is not progressing academically as expected, or monitoring suggests a persistent language need.

Documentation within a re-entry LEP plan should have reasons why the student is re-entered into EL service delivery, along with parental consent.

c.   Evaluating Special Education Students for EL Services

If an EL student is also identified as having a disability or accelerated academic ability, the student will be dually identified and must receive both language assistance and disability-related services or gifted/advanced academic services, both of which are entitled under Federal law.

However, EL students should only be considered for Special Education services to help close gaps in academic progress if members of the EL team and Special Education team have ruled out language acquisition as a determinant factor. Conversely, language acquisition alone should not be an excluding factor if an EL student demonstrates signs of giftedness. Students should be equitably assessed and placed in appropriate learning settings that are the least restrictive environments for the student.

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VI. Title III Compliance

a. Language Screening Guidelines

Upon enrollment, if a student triggers the language screening process via answers on the Home Language Survey, a licensed teacher or ESL Educational Specialist must administer the OELPS within 30 calendar days to the student. Every effort must be made to help the student interact with the test to best determine appropriate language placement.

After the student is screened, a letter notifying parents/guardians of the screening results must be sent within 30 calendar days from initial enrollment. This letter should include initial results, whether services are recommended, and space for parents/guardians to either acknowledge and accept or decline EL services for their child.

b. Guidelines for Service Placement

A student should be placed in the most appropriate educational setting, based on their language ability. This includes, but is not limited to, receipt of English as a Second Language Courses, accommodations and modifications to academic material, and direct instructional services. Students who have Emerging language proficiency will need the most direct support, while students on the higher end of Progressing language proficiency will need more consultative supports.

Each school should determine the needs of students based on academic data and language assessments, including results from OELPS and OELPA.

c. Parent Notification Upon Entering/Exiting Services

After each administration of OELPS and OELPA, parents/guardians should receive the results in a timely manner. As mentioned above, OELPS results should be mailed to parents within 30 calendar days of enrollment, informing them of whether a student qualifies for EL services.

If a student exits EL services after taking OELPA, the parents/guardians should be notified prior to the next school year, notifying parents in a change of status and academic supports.

d. Awarding Educational Experience from Other Countries

Upper secondary EL students with high school experience in another country shall be awarded equal and appropriate credits based on official transcripts[9] presented to Little Miami Local Schools. Several guides exist, including "A Guide for the Placement of Students Presenting Foreign Transcripts", to assist in awarding credits.

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[9]Per ODE, awarding high school credits is based on local policy: "Districts are cautioned to evaluate transcripts carefully as school systems differ across the world and within nations. In all cases, schools and districts should carefully evaluate transcripts to determine credit for equivalent educational content and skills.

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Little Miami Local School District
Department of Student Services
- English Learner Programs
Departmental Handbook - Edition SY 2024-2025

If an exact match for the course listed on an EL student's foreign transcript does not exist in the Little Miami High School Course Catalog, it is the expectation of the Little Miami High School counselors to award best equivalent credits based on subjects, or to award elective credit that would be accepted by the State of Ohio as course credit toward graduation.

e. Composition of Limited English Proficiency (LEP) Plans

LEP plans for EL students will be composed within the Same Goal platform or through a Microsoft Word or Google Document. Each ESOL plan, per student, should include the following information:

- The EL student's current language proficiency level, based on recent assessment data
- The EL student's recommended academic supports
- The EL student's required academic accommodations
- Recommended differentiated classroom practices for teachers
- Space for acknowledgement of services from parents/guardians

ESOL plans will have an annual hard deadline for completion, to be given by the Student Services Department each year, based on school year start dates and OELPS delivery. ESOL plans should then be shared with general education and special education teachers as a service-related document to help students with their academic pursuits. The ESOL plan serves as a route to the Lau Remedies, and is therefore a federally binding document that must be followed once filed.

ESOL plans should be filed in the student's cumulative folder annually once completed and acknowledged by the EL student's parents/guardians.

VII. Staff Development

EL staff should expect that the Executive Director of Student Services will provide specific staff development and supports to assist with their duties as the academic guardians of English Learners in Little Miami Local Schools.

- EL staff will receive training on new systems when implemented, including new mandated curriculum or resource materials.
- EL staff will receive guidance on best documentation practices and accurate documentation detail when composing LEP plans for EL students.
- Any staff delivering the OELPA will receive annual training on rules and guidelines to administer the mandated assessment.
- The Executive Director of Student Services will avail themselves to EL staff to consult on-demand, assisting with planning, teaching, compliance issues, communication issues, culture issues, and best practices in EL classrooms.
- The Executive Director of Student Services will avail themselves to other administrative staff to consult on-demand, assisting with any impact ELs may have on the Ohio Report Card.

VIII.   STAKEHOLDER COMMUNICATION AND OUTREACH

Title III funding has a particular amount earmarked especially for stakeholder communication and outreach. Because language gaps are even more common among EL communities, it is necessary to provide equitable opportunities for non-English speaking parental and community stakeholders to meaningfully communicate with their school and school district.

The U.S. Department of Justice and the U.S. Department of Education joint-published a fact sheet which lists the ways that schools must provide access to information in the heritage language of the stakeholder, namely that "schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English."[10]

Below is a list of different services and resources that can be used to communicate with LEP stakeholders:

- Affordable Languages offers on-demand and scheduled translation services to assist with communication in many languages.
- Individual teachers can also sign up for accounts on TalkingPoints, a free tool which allows for communication via translated SMS messaging.
- ClassDojo also allows for translated communication with parents.

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[10] OCR Factsheet, published by US Dept. of Justice and US Department of Education [OCR-00087]

IX.   APPENDICES

Appendix i: ODE Language Survey Translations

- Amharic: Word | PDF
- Arabic: Word | PDF
- Chinese: Word | PDF
- Creole French: Word | PDF
- English: PDF
- French: Word | PDF
- German: Word | PDF
- Japanese: Word | PDF
- Nepali: Word | PDF
- Marshallese: Word | PDF
- Portuguese: Word | PDF
- Russian: Word | PDF
- Somali: Word | PDF
- Spanish (US): Word | PDF
- Swahili: Word | PDF
- Turkish: Word | PDF
- Twi: Word | PDF
- Ukrainian: Word | PDF
- Vietnamese: Word | PDF

*Registration Gateway provides translations in Uzbek, Spanish, and Russian.

<u>Appendix ii: ODE Parent and Family Notification Letter Templates</u>

- Amharic: <u>Word</u> | <u>PDF</u>
- Arabic: <u>Word</u> | <u>PDF</u>
- Chinese: <u>Word</u> | <u>PDF</u>
- English: <u>Word</u>
- French: <u>Word</u> | <u>PDF</u>
- Fulani: <u>Word</u> | <u>PDF</u>
- Hindi: <u>Word</u> | <u>PDF</u>
- Japanese: <u>Word</u> | <u>PDF</u>
- Kinyarwanda: <u>Word</u> | <u>PDF</u>
- Nepali: <u>Word</u> | <u>PDF</u>
- Pennsylvania Dutch: <u>Word</u> | <u>PDF</u>
- Portuguese: <u>Word</u> | <u>PDF</u>
- Russian: <u>Word</u> | <u>PDF</u>
- Somali: <u>Word</u> | <u>PDF</u>
- Spanish: <u>Word</u> | <u>PDF</u>
- Swahili: <u>Word</u> | <u>PDF</u>
- Telugu: <u>Word</u> | <u>PDF</u>
- Turkish: <u>Word</u> | <u>PDF</u>
- Twi: <u>Word</u> | <u>PDF</u>
- Ukrainian: <u>Word</u> | <u>PDF</u>
- Vietnamese: <u>Word</u> | <u>PDF</u>

Appendix iii: Ohio English Language Proficiency (ELP) Standards

- [English Language Proficiency (ELP) Standards (All Grades)](#)

- [Kindergarten ELP Standards](#)

- [Grade 1 ELP Standards](#)

- [Grades 2-3 ELP Standards](#)

- [Grades 4-5 ELP Standards](#)

- [Grades 6-8 ELP Standards](#)

- [Grades 9-12 ELP Standards](#)

Appendix iv: Testing Manuals

- [OELPA Test Coordinator Manual](#)

- [OELPA Test Administration Manual](#)

- [Data Entry Interface User Guide for OELPS/OELPA Paper Tests](#)

- [OELPA Accessibility Manual](#)

- [OELPA Understanding Results Manual 2023](#)

- [Centralized Reporting System (CRS) User Guide](#)

- [Alt-OELPA Participation Guidelines](#)

Appendix v: Miscellaneous

- [NYU Steinhardt School Bilingual Glossaries and Cognates](#)

- [US Department of Education Newcomer Tool Kit](#)

- [A Guide for the Placement of Students Presenting Foreign Transcripts](#)

Appendix vi: Guide for Placement of Students from Other Countries and Interpretation of Student Records

This guidance should be used when determining appropriate placement for students entering from another country into Little Miami Local Schools. This is to be used as a guideline with the understanding that there may be unique circumstances that may require additional dialogue.

If a student arrives at Central Registration to enroll and the student is from a country outside the United States, refer to this guide to help inform the student's grade level placement. If no student records are available, follow this chart to make a placement. Use the "Educational Systems in Other Countries" guide to interpret records that are received.

Age(s)	**Grade Level Placement Guidance**	
3-11	Grades Pre-K to 5 How to place student in grades due to their age (SY 2024-2025):* • August 1, 2020 – August 1, 2021: Preschool(Year 1) • August 1, 2019 - August 1, 2020: Preschool (Year 2) • August 1, 2018 - August 1, 2019: Kindergarten • August 1, 2017 - August 1, 2018: First Grade • August 1, 2016 - August 1, 2017: Second Grade • August 1, 2015 - August 1, 2016: Third Grade • August 1, 2014 - August 1, 2013: Fourth Grade • August 1, 2013 - August 1, 2012: Fifth Grade *Unless there is a student who has completed a grade level above their age as verified by student record, they are placed in the grade for their age.*	
11-14 (14 before 8/1/25)	Middle School Grades 6 to 8 How to place student in grades due to their age (SY 2024-2025):* • August 1, 2012 - August 1, 2013 Sixth Grade • August 1, 2011 - August 1, 2012 Seventh Grade • August 1, 2010 - August 1, 2011 Eighth Grade *Unless there is a student who has completed a grade level above their age as verified by student record, they are placed in the grade for their age. The focus is on the placement of students with age-appropriate peers.*	

15+ (before 8/1/25) *Non SLIFE* with educational records*	**Little Miami High School Placement** School records are reviewed to determine appropriate grade placement.	
15+ SLIFE* or students without formal education	**Little Miami High School Placement** Students are enrolled in Graduation Alliance when they have limited formal education and are credit deficient.	

*In LMSD, a SLIFE student is defined as any English learner student who has a gap of two or more years of formal instruction in their home country, which is aligned to categorizations by [ESOL experts in the field.](#) There is no state or federal definition of SLIFE at this time.

Grade Level & Building Placement of Immigrant students aged 15+

Immigrant students of high school age often have varying levels of educational experience, which often is dependent on the countries in which they come from. Students from the Northern Triangle of Latin America (Guatemala, Honduras, & El Salvador), Central Africa, and other areas with extreme amounts of civil unrest or poverty, frequently have gaps in their educational history. The confounded impact of a lack of formal education with a lack of academic English proficiency can make high school completion more difficult for these students. Therefore, additional steps are necessary to ensure a building and grade level placement that will help facilitate an on-time graduation.

The process below will help determine building and grade level placement for immigrant students when educational records are not clear or complete. Other factors to consider in grade level and building placement include the student's work and personal circumstances (i.e., unaccompanied minor) and their post-secondary goals (college bound vs. workforce bound). Consideration to the building and grade level placement of the student's siblings is also important.

Step	Staff Involved	What Happens	Resources
Student applies for enrollment	Central Registrar	Student enrolls through Registration Gateway. Principals, counselors, and ESOL Staff are notified via email by Registration Gateway. Registrar discusses educational options with the student and the parent or guardian.	- Multilingual Learner Guide to Enrollment Options
Transcript Review & Graduation Plan	LMHS Counselors LMHS Principals	A high school counselor will meet with the student to review transcripts. The counselor will complete a full credit check to determine what classes are still needed for graduation. A class schedule will be made for the student and the student will begin the scheduled classes the same day or following day.	- Obtaining, Interpreting, and Evaluating International Transcripts - LMHS Credit Check Sheet - LMHS Course Guide

Transcript Evaluation and Graduation Plan

During the Intake appointment at the high school, the counselor will review the student's educational records. Records for awarding of credit may include both formal transcripts and informal records such as final report cards. The Ohio Department of Education has given districts local control of awarding credits for foreign transcripts. Students should be awarded credits for courses in a manner that would allow them to graduate in the same year as their same-aged peers.

The Office of Graduate Success in the ODE recommends that "schools use any and all resources available to them – including contacting the sending school, checking on any records the family holds, testing the student in relevant areas – to determine progress made in previous countries and how much credit can/should be awarded based on that."

When evaluating transcripts for an EL enrolling from outside of the U.S., this website and the information about educational systems in other countries in this document can be a valuable resource to help analyze foreign transcripts.

EDUCATIONAL SYSTEMS IN OTHER COUNTRIES

COUNTRY	LEVELS	DIPLOMA AWARDED	GRADING SYSTEM	COUNTRY NOTES
AFGHANISTAN	▪ PRIMARY: 1-8 ▪ LYCEE: 9-12	▪ Baccaluria or Upper Secondary School Diploma	90-100: A: Excellent 80-89: B: Very Good 50-79: C: Good 35-49: C-: Below Below 35 F: Fail Minimum Pass = 40	▪ August to June OR ▪ March to December
US Equivalent	▪ PRIMARY: 1-8 ▪ LYCEE: 9-12			
CENTRAL AFRICAN REPUBLIC	▪ PRIMARY: 1-6 ▪ SECONDARY: 7-12	▪ Baccalaureal de l'Enseignement du Second Degre	17-20: A+ 14-16: A 12-13: B 10-11: C 9: D 0-8: F	▪ September to June
US Equivalent	▪ PRIMARY: 1-6 ▪ SECONDARY: 7-12			
PEOPLE'S REPUBLIC OF CHINA	▪ PRIMARY: 1-5 ▪ JR. MIDDLE SCHOOL: 6-8 ▪ SR. MIDDLE SCHOOL: 9-10	▪ Sr. Middle School 9-10* ▪ Normal School 9-11** ▪ Vocational School 9-12***	90-100: 5 A 80-89: 4 B 70-79: 3 C 60-69: 2 D 0-59: 0 F	▪ September to July *A serious problem of errors in translation exists with records from China. Evaluations should be based upon original documentation and qualified translations*
US Equivalent	▪ PRIMARY: 1-5 ▪ JR. MIDDLE SCHOOL: 6-8 ▪ HIGH SCHOOL 9-10 *(11,12)			
	*Students who receive the Senior Middle School Diploma and score over 280 on the National Entrance Exam are eligible for freshman admission. ***Students with a diploma from a Normal School entered after junior middle school should be placed in grade 11 or 12.* ****Students who have received Vocational School Certificate upon completion of a 3-4 year vocational school program beyond junior middle school should be placed in grade 11 or 12.*			

COLUMBIA	• PRIMARY 1-5 • SECONDARY BASIC CYCLE 1 2 3 4 OR 6 7 8 9 • SECONDARY ADVANCED CYCLE 5 6 OR 10 11	• "Bachiller" • "Bachillerato"	A+/A 10-9.5- Superior B+/B 9.4-8.5- Excellent C+/C 7.2 –Good D+/D 5.9-4.5 Satisfactory /Pass F 4.4-0 – Fail	• Calendar A: Feb. to Nov. • Calendar B: Sept. to June
US Equivalent	• PRIMARY: 1-5 • SECONDARY BASIC CYCLE 6 7 8 9 • SECONDARY ADVANCED CYCLE 10 11 *(12)			
COSTA RICA	• PRIMARY Cycle I 1-3 • PRIMARY Cycle II 4-6 • SECONDARY CYCLE III 1 2 3 • SECONDARY CYCLE DIVERSIFIED 4 5	• "Diploma de Conclusion de Estudios de Educacion" • Diversificada or Diploma de	92 -100 A 83-91 B 65-82 C 0-64 D	• March to November
US Equivalent	• PRIMARY: 1-3 • PRIMARY: 4-6 • SECONDARY CYCLE III 7 8 9 • SECONDARY CYCLE			
DOMINICAN REPUBLIC	• PRIMARY 1-6 • INTERMEDIATE 7 8 • SECONDARY 1 2 3 4 OR • PRIMARY 1-6 • BASIC CYCLE 1 2 3 4 • HIGHER CYCLE 5 6	• "Bachiller"	85-100 A 70-84 B 55-69 C 40-54 D 0-39 F	• September to June
US Equivalent	• PRIMARY 1-6 • BASIC CYCLE 7 8 9 10 • HIGHER CYCLE 11 12			

ECUADOR	▪ PRIMARY 1-6 ▪ SECONDARY BASIC CYCLE 1 2 3 ▪ SECONDARY DIVERSIFIED CYCLE 4 5 6	▪ Bachillerato en Ciencias ▪ Bachillerato en Humanidades	19-20 A 16-18 B 14-15 C 12-13 D 0-11 F	▪ October to July
US Equivalent	▪ PRIMARY 1-6 ▪ SECONDARY BASIC CYCLE 7 8 9 ▪ SECONDARY DIVERSIFIED CYCLE 10 11 12			
EGYPT	▪ PRIMARY BASIC 1 ▪ GENERAL SECONDARY 1-3	▪ Thanawiya 'Amma' (General Secondary Education Certificate) awarded upon passing the Tawjihi (Final examinations)	80-100 A 70-79 B 60-69 C 50-59 D 0-49 F This system is used with minimum and maximum grades in each subject. Grades awarded may be converted into percentages	▪ September to June
US Equivalent	▪ PRIMARY (BASIC) 1-9 ▪ GENERAL SECONDARY 10-12			
EL SALVADOR	▪ CYCLES I, II, III 1-9 ▪ SECONDARY EDUCATION (MEDIA) 1 2 3	▪ Bachiller or Contador	9-10 Excellent 7-8 Very Good 5-6 Good 1-4 Fail	▪ March to November
US Equivalent	▪ CYCLES I, II, III 1-9 ▪ SECONDARY EDUCATION (MEDIA) 10 11 12			

GUATEMALA	▪ PRIMARY 1-6 ▪ BASIC CYCLE 1 2 3 ▪ SECONDARY DIVERSIFIED CYCLE 1 2 3 *(The 3rd year is a specialized optional year)*	▪ After grade 11, the usual diploma is a "Bachiller en Ciencias y Letras" ▪ Maestro de Educacion Primara Urbana	90-100 A B 80-89 C 70-79 D 60-69 F 0-59	▪ January to October
US Equivalent	▪ PRIMARY 1-6 ▪ BASIC CYCLE 7 8 9 ▪ SECONDARY DIVERSIFIED CYCLE 10 11 12			
HONDURAS	▪ PRIMARY CYCLES I & II: 1-6 ▪ COMMON CYCLE: 1 2 3 ▪ SECONDARY DIVERSIFIED CYCLE: 4 5 ▪ VOCATIONAL: 6	▪ Upon completion of the academic program (after grade 11) student receives the "Bachiller en Ciencias y Letras" ▪ Upon completion of the vocational program (after grade 12), student receives the "Bachiller Tecnico"	91-100 A 80-90 B 60-79 C 1-59 F	▪ February to November
US Equivalent	▪ PRIMARY CYCLES I & II: 1-6 ▪ COMMON CYCLE: 7 8 9 ▪ SECONDARY DIVERSIFIED CYCLE: 10 11 ▪ VOCATIONAL: 12			
INDIA	▪ PRIMARY 1-8 ▪ SECONDARY Standards IX, X, XI, XII	▪ Higher Secondary Certificate Examination Standard XII Grade 12)	60-100 A – 1st Division 50-59 B – 2nd Division 35-49 C – 3rd Division	▪ June to March
US Equivalent	▪ PRIMARY 1-8 ▪ SECONDARY 9-12			

Country	Grade Levels	Diploma/Certificate	Grading Scale	School Year
INDONESIA	▪ PRIMARY 1-6 ▪ ACADEMIC JUNIOR SECONDARY 7-9 ▪ ACADEMIC SENIOR SECONDARY 10-12	▪ Certificate of Completion of Studies (Sekolah Menengah Atas, SMA)	9-10 Excellent A 7-8 Good B 6 Fair C 5 Pass D 1-4 No Pass F	▪ July to June
US Equivalent	▪ PRIMARY 1-6 ▪ ACADEMIC JUNIOR SECONDARY 7-9 ▪ ACADEMIC SENIOR SECONDARY 10-12			
KOREA	▪ PRIMARY: 1-6 ▪ JUNIOR HIGH SCHOOL: 7-9 ▪ SENIOR HIGH SCHOOL: 10-12	▪ "General High School Diploma" ▪ "Vocational High School Diploma"	90-100 A 80-89 B 70-79 C 60-69 D 0-59 E	▪ March to December
US Equivalent	▪ PRIMARY: 1-6 ▪ JUNIOR HIGH SCHOOL: 7-9 ▪ SENIOR HIGH SCHOOL: 10-12			
MEXICO	▪ PRIMARY 1-6 ▪ SECONDARY 1 2 3 ▪ PREPARATORY 1 2 3 or 4 5 6 ▪ VOCATIONAL, TECHNICAL,	▪ Academic track students earn the "Bachillerato" after 5 or 6 of the preparatory	9.0 – 10 A 8.0 – 8.9 B 7.0 – 7.9 C 6.0 – 6.9 D 1.0 – 5.9 F	▪ September to June
US Equivalent	▪ PRIMARY 1-6 ▪ SECONDARY 7 8 9 ▪ PREPARATORY 10 11 12			
NIGERIA	▪ PRIMARY 1-6 ▪ GRAMMAR SCHOOL FORMS I – V	▪ West African School Certificate (WASC) ▪ General Certificate of Education "O" Level Exams	WASC 1 Excellent A 2 Very Good A 3-4 Good B 5 Credit B-/C+ 6 C 7 D 8 Pass 9 F	▪ October to June
US Equivalent	▪ PRIMARY 1-6 ▪ GRAMMAR SCHOOL 7-11 *(12)			

PUERTO RICO	▪ PRIMARY 1-6 ▪ INTERMEDIATE OR JUNIOR HIGH 7 8 9 or 1 ▪ ESCUELA SUPERIOR 10 11 12 or 2 3 4	▪ "Diploma de Escuela Superior"	90-100 A 80-89 B 70-79 C 60-69 D 0-59 F	▪ September to June
US Equivalent	▪ PRIMARY 1-6 ▪ INTERMEDIATE OR JUNIOR HIGH 7 8 9 ▪ ESCUELA SUPERIOR 10 11 12			
RUSSIA	▪ ELEMENTARY 1-4 ▪ LOWER SECONDARY 5-9 ▪ UPPER SECONDARY (Gymnasium, Lycee) 10-11	▪ Maturity Certificate from General Secondary School "Attestato Srednem Obrazovanii" ▪ Secondary Vocational School "Ne Tekhnishcha" ▪ Secondary Specialized School "Tekhnikumi"	5 – A 4 – B 3 – C 2 – D 1 – F	▪ September to June
US Equivalent	▪ ELEMENTARY 1-4 ▪ LOWER SECONDARY 5-9 ▪ UPPER SECONDARY (Gymnasium, Lycee) 10-11 *(12)			
VIETNAM	▪ PRIMARY: 1-5 ▪ MIDDLE SCHOOL: 6-9 ▪ HIGH SCHOOL: 10-12	▪ Bang Tot Nghiep Pho Thong Tung Hoc (High School Diploma)	9-10 Uu: Excellent 7-8 Binh: Good 5-6 BinhThu: Fair Below 5: Fail	▪ September to June
US Equivalent	▪ PRIMARY: 1-5 ▪ MIDDLE SCHOOL: 6-9 ▪ HIGH SCHOOL: 10-12			

APPENDIX vii: Possible New EL Student Screening Process

New Possible EL Student Screening Little Miami Local Schools:

1. Check Docushare to see responses to the Home Language Survey. If any answers are not "English," initiate process for OELPS testing.

2. Check student cumulative folder for information on student's education history.
    a. If student has no records present and is a domestic (United States) transfer, enter a records request (Step 2) before administration of OELPS.
    b. If student has records present (complete with OELPS/OELPA scores from the current or last school year) and was an interstate (Ohio) transfer, skip to step 6.
    c. If student is an international transfer, OELPS testing can begin immediately.

3. Add student to "New ESL Students" spreadsheet.

4. If student qualifies for OELPS testing, assess as soon as possible.
5. Once OELPS scores return, send home appropriate documentation to parent/guardian within 30 calendar days of initial enrollment.
    a. If student does not qualify for EL services, send letter home informing parents that student has been tested and did not qualify. End process here.
    b. If student does qualify for EL services, go to step 6.

6. If student qualified for EL services, begin writing EL plan based on OELPS scores.

7. Print plan and parent notification letter for parents/guardians of tested student. Send home with student for signature acknowledgment within 30 days of initial enrollment.
8. Schedule appropriate interventions and benchmarking for student, based on EL plan.

APPENDIX viii: CURRENT LMSD EL STAFF LIST

Name	Title	Location	Email	Phone Extension
Jamie Miles	Executive Director of Student Services	CO	jmiles@lmsdoh.org	50102
LeAnn Reynolds	Administrative Assistant	CO	lreynolds@lmsdoh.org	50116
Karen Dumais	ESOL Teacher	LMECC & LMES	kdumais@lmsdoh.org	20299
Alex Farmer	ESOL Teacher	LMMS & LMHS	afarmer@lmsdoh.org	20336
Jill Campbell	ESL Educational Specialist	LMPR	jcampbell@lmsdoh.org	20609
Leslie Lomax	ESL Educational Specialist	LMHS	llomax@lmsdoh.org	20610
Monica Quiros Vega	ESL Educational Specialist	LMECC	mquirosvega@lmsdoh.org	20299
Kris Russ	ESL Educational Specialist	LMECC	kruss@lmsdoh.org	20624

X.   GLOSSARY

ACCOMMODATION – The adaptation of language, spoken or written, to make it more understandable to ELs. When a standardized test is administered, accommodations offered to ELs may include extended time, word-to-word dictionaries and glossaries, or translation support.

Alt-OELPA – Alternative assessment to the Ohio English Language Proficiency Assessment (OELPA). Students that may have had exemptions on certain OELPA domains may qualify for the Alt-OELPA assessment. Students do not normally qualify for an alternative assessment to OELPA unless they have an IEP plan or a Section 504 plan.

BICS – Basic Interpersonal Communication Skills. This is the language ability required for verbal face-to-face communication. BICS are usually acquired before academic language, or CALP. BICS are words used in common conversation, and commonly referred to as "survival speech."

BICULTURAL – An EL student may identify as bicultural, meaning they identify with cultures of two different ethnic, national, or language groups. Many of our ELs who are born in the United States, yet are the children of immigrants, will identify as bicultural.

BILINGUAL – To be bilingual is to have the ability to use two languages. Many of our ELs become bilingual after developing their skills through EL programming; however, many of our students are multilingual before they enter EL programming, as a result of the language structures of their home country.

CALP – Cognitive Academic Language Proficiency. This is the language ability required for academic achievement. Direct instruction and years of study help all students build CALP. CALP is developed through exposure to academic language usage and application.

DUAL LANGUAGE PROGRAM – Also known as two-way or developmental language program, the goal of bilingual or dual language programs is for students to develop language proficiency in *two* languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half heritage language speakers.

EDUCATION SPECIALIST –These staff members provide assistance to EL students in a variety of ways. They provide direct instruction, help clarify material to students through various methods, and support in the classroom as needed.

EL – English Learner. Could also be written as ELL (English language learner), or ML (multilingual learner). ELs are Limited English Proficient (LEP). Designating a student as an EL indicates that they qualify for services to assist with their English language acquisition, as well as other protections under Title III.

ELP – English Language Proficiency. In order to master academic language, English learners must develop proficiency in the four domains of language
- Speaking
- Reading
- Listening
- Writing

Every state has its own set of ELP standards and thresholds to meet English language proficiency. OELPS and OELPA help determine ELP for any student who has indicated that English is not a home language or a heritage language on their home language survey.

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ELPA21 – English Language Proficiency Assessment for the 21st Century. The ELPA21 collaborative, managed through a federal grant, is a consortium of states that have all elected to administer the ELPA21 test as the summative assessment for measurement of English language proficiency. OELPA is Ohio's name for the same summative assessment administered by the other ELPA21 states: Arkansas, Iowa, Louisiana, Nebraska, Oregon, and West Virginia.

EMIS CODE – For our ELs, four Education Management Information System (EMIS) codes exist, indicating a student's time in United States' schools, or their language proficiency:
· L – Enrolled less than 180 days in U.S. schools
· S – Enrolled less than 360 days in U.S. schools
· Y – Enrolled more than 360 days in U.S. schools
· N – Student is not coded as LEP, or has exited services

EMIS code 'N" does not indicate if a student has never qualified for EL services or has exited EL services. It is important to check for a reclassification date (see reclassification) to determine if a student has received EL services in the past.

ESL – English as a Second Language. This acronym has generally been phased out in favor of ESOL (English for Speakers of Other Languages), ENL (English as a New Language), or ELD (English Language Development).

EXITED STUDENT – A student who has met the criteria to terminate EL service delivery. Criteria for exiting EL services are set by the state of Ohio and culminates with earning a score of "Proficient" on the OELPA. Exited students are monitored for four years, post-exit, to determine if services need to be reinstated.

HOME LANGUAGE SURVEY – Using this survey, new Little Miami enrollees are asked to indicate (a) the preferred language with which to communicate between school and family, (b) first language learned by the enrollee, (c) language used most in the enrollee's home (d) any languages used in the home, and (e), any languages used to deliver past formal education. If any response other than "English" is given on the survey, the language screening process is initiated to determine English language proficiency.

L1 – Could be referred to as "native language", "first language", or "heritage language." This is the first language acquired in life by the EL student.

LANGUAGE MAJORITY AND LANGUAGE MINORITY – A language majority refers to the language which is a high status language, or a language of power, within a society. A language minority refers to a language that exists within that society, but may not be given legal or societal significance within a group of people. For example, in Guatemala, the language majority is Spanish, though it is largely spoken as a second language. Many Guatemalans speak one of 21 different Mayan dialects, as well as a host of other indigenous languages, as a first language.

LANGUAGE PROFICIENCY – This refers to the degree in which a student can exhibit control and functional literacy in the use of a language. A goal of EL programs within Little Miami Local Schools is to promote language proficiency in English through use of viable curricula and proven teaching methods. A secondary goal is to promote language proficiency in an EL's heritage language(s).

LEA – Local Education Agency. The Little Miami Local School District is the local education agency for any campus under its umbrella.

LEP – Limited English Proficient. Any student who is coded as LEP in EMIS has (a) taken OELPS and has not passed with a score of "Proficient" and (b) has indicated on their home language usage survey upon enrollment that English is not a heritage language or a home language.

LEP PLAN – LEP plans are individualized education plans for all ELs at Little Miami. LEP plans are mandated for all ELs in

the State of Ohio. LEP plans will list a student's English language proficiency according to their scores on OELPS or OELPA, their mandated language support accommodations, and their recommended instructional placement.

LONG-TERM EL – An EL student who has been enrolled in U.S. schools for six years or longer but continues to struggle academically due to their limited English language proficiency. Long-term ELs may not demonstrate adequate growth in their English language capabilities.

NATIVE LANGUAGE – The first language a person acquires in life or identifies with, as a member of an ethnic group. Also known as "native language," "heritage language," or "L1."

NEWCOMER – A student who has recently immigrated to the United States. Newcomers may have issues with beginning English language skills, acculturation to American schools systems, and differences in cultural norms.

OELPA – Ohio English Language Proficiency Assessment. OELPA is the state of Ohio'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 EL programming.

OELPS – Ohio English Language Proficiency Screener. OELPS is aligned to the K-12 English Language Proficiency Standards (ELPS) and is designed to identify Ohio students in grades K-12 as English learners. The OELPS is the second step in the standardized EL identification process; the first step is the Home Language Survey.

OCR – United States Office of Civil Rights. A branch of the U.S. Department of Education that investigates allegations of civil rights violations, ensures compliance with Federal civil rights laws, and oversees management of programs for schools that serve special populations, including ELs. OCR is responsible for enforcing Title VI of the Civil Rights Act of 1964. OCR ensures that schools are providing equitable and meaningful access to all educational programming for students who do not speak English as a heritage language.

RECLASSIFICATION – Reclassification is the process where a student is reclassified from English learner to a non-English learner, indicating a fluent English language proficiency. Only students, including those who take the alt-OELPA, who achieve an overall performance level of "Proficient" on the OELPA, exit from English learner status. Therefore, most ELs' current status is re-evaluated at the end of the school year, when OELPA results are returned to campuses.

SEA – State Education Agency. The Ohio Department of Education is the state education agency for any campus that falls under the umbrella of the Little Miami Local School District.

SIOP – Sheltered Instruction Observation Protocol. The SIOP model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. The SIOP model consists of eight interrelated components:
  · Lesson preparation
  · Building background
  · Comprehensible input
  · Strategies
  · Interaction
  · Practice/application
  · Lesson delivery
  · Review and assessment

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SLIFE/SIFE – Students with (Limited or) Interrupted Formal Education. For many reasons, newcomer students entering the United States may have significant gaps in their formal schooling record, resulting in their age being misaligned with U.S. educational standards for their chronological age. SLIFE/SIFE students may require more instruction in beginning literacy skills, such as handwriting and phonemic awareness.

TESOL – Teachers of English for Speakers of Other Languages.

WEP – Written Education Plan.

WIDA – World-Class Instructional Design and Assessment. This is another assessment to determine English proficiency of English learners upon initial enrollment. Ohio does not use WIDA, as Ohio belongs to the ELPA21 Consortium (see ELPA21). If a student has WIDA scores from another state, they can be used to determine placement upon enrollment in Ohio schools.