



English Learner Program Manual  
Reading Community City Schools  
2024-2025

---

## Overview from Ohio Department of Education

The State of Ohio requires public schools to identify and serve students who are English Learners (EL) and to provide instruction that is designed to help them learn English as well as academic content. Our district complies with this requirement and strives to meet identified English Learners' language and academic needs through an individualized English Language Plan (ELP).

### Identification and Services

- Potential English learners, whose first or home language is other than English, are identified at enrollment with the Home Language Usage Survey (HLUS).
- Students will be screened for English language proficiency using the State Screener OELPS to determine their English Language Proficiency level.
- Students identified as EL will have an English Language Plan (ELP) written by a TESOL-certified teacher that is aligned to ELPA standards.
- EL students will be served by their classroom teachers and EL teachers through differentiated instruction as indicated on their ELP.
- OELPA is administered annually to EL students to monitor their growth in English language proficiency.

More information from the State of Ohio regarding EL students can be found [here](#).

# Description of Services

## Reading Community City Schools Mission and Vision

To prepare our English Learners academically and socially in the classroom and community settings for success and inclusion within the community.

Guiding Principles - To provide high-quality instruction in English as a second language, as well as appropriate modifications and accommodations in the mainstream classroom, so that English Learners may develop the second language skills necessary to become productive members of society.

Research shows that it takes second language learners two to three years to learn basic interpersonal communicative skills (BICS) and five to seven years to achieve cognitive academic language proficiency (CALP) if they have had two to three years of first language schooling in their native country (Cummins, 1981.)

## Purpose of the EL program:

English Learner (EL) services are designed to help English Learners to attain academic English language proficiency so that they can learn and succeed in their education. ELs will also learn to navigate the cultural and social expectations of the educational system in the United States. The goals of the EL program are:

- To identify all students in the district whose home or native language is not English,
- To assess any potential EL student in listening, speaking, reading, and writing to determine the need for EL services to achieve in the district's educational program,
- To provide effective instruction through EL services so that the student is able to fully participate in their education.

The goals for each student receiving EL services as put forth in the Ohio English Language Proficiency Standards:

- To use English to communicate in social settings,
- To use English to achieve academically in all content areas,
- To use English in socially and culturally appropriate ways.

Awareness and acceptance of culturally diverse students will be encouraged district wide. Reading staff will acknowledge the value of the students' primary cultural heritage, while helping students acclimate to the US education system. School teaching staff that comes in contact with EL students will be offered suggestions for instruction as well as consultation regarding students'

background and cultural experiences. The EL staff will act as a liaison between EL parents and the school by supporting and encouraging them to become involved in the school community.

## **Procedures:**

### **IDENTIFICATION AND INITIAL EVALUATION:**

Students are identified as potential English Learners (EL) if:

- They have been previously identified in another school district - or
- Their parent/guardian identifies a native or home language other than English - or
- They are American Indian or Alaskan native where dialect affects English proficiency.

Once identified as possible English Language Learners, students are assessed within two weeks (or 30 days at the start of the school year) using the Ohio English Language Proficiency Screener. Students who score at the proficient level on all domains of the OELPS (i.e., listening, speaking, reading, writing) are considered fluent English speakers and not identified as EL. All other students are classified as ELs and therefore eligible for EL services. All parents/guardians of students who qualify for EL services are notified of assessment results within 30 days if the assessment occurs at the beginning of the school year or within 2 weeks at other times of the school year.

### **PARENT NOTIFICATION**

If a student qualifies for EL services, the parent/guardian is notified and permission obtained to provide EL instruction. Parent notification includes:

- The reason for the child's identification and placement,
- The child's level of English proficiency and how English proficiency was assessed,
- The type of English Language services and methods of instruction,
- Program exit requirements.

Parents have a right to opt out of EL services.

### **EL SERVICES**

The EL teacher in consultation with content-area teachers and parent/guardian or the student as appropriate develops an English Language Plan (EL Plan).

Students receive services from the EL teacher to improve their academic English fluency and to bridge any cultural gaps they may experience in Reading Schools. Dependent upon numerous factors including language proficiency level, these services may include:

- Consultation, monitoring, and academic assistance as needed,
- Structured immersion,
- Pull-out small-group or individual instruction,
- SIOP instruction (Sheltered instruction),
- Additional support and modifications in content classes as documented on the EL Plan.

If problems or concerns arise, the teacher, parent, or student can request a meeting to review the EL Plan.

#### GRADING / COURSE CREDITS:

Students new to the United States may for a limited time receive pass/fail grades in content areas.

#### ASSESSMENT

The EL teacher will monitor English language acquisition to ensure adequate growth is being made for each EL student.

Each spring, all EL students are assessed on the Ohio English Language Proficiency Assessment (OELPA) to determine English language proficiency. In OELPA, there are three overall performance levels: Emerging, Progressing and Proficient. The performance levels are determined as follows:

- **Emerging** = students are those scoring any combination of 1's and 2's across all four domains
- **Progressing** = students are those scoring any combination across the four domains that does not fall into Proficient or Emerging
- **Proficient** = students are those scoring any combination of 4's and 5's across all four domains

#### TRIAL MAINSTREAM

ODE considers EL who scores a combination of 5's and 4's in three domains and a score of 3 in one domain as Trial Mainstream ("M" status). The student receives consultative support from the EL teacher to ensure continued achievement in the general education classroom. If the student experiences difficulties, the content teacher, EL teacher, parent/guardian, or student can request a meeting to review the EL Plan and needed supports.

#### STATE TESTING

All English Learners are required to participate in State testing. If students are classified as "L" or "S" in EMIS their scores count toward participation but do not count for the school's report card data.

Additional accommodations for students can be found in the ODE Accessibility Manual.

## EXIT CRITERIA

Students identified as **Proficient** as defined by OELPA (grades K-12) are eligible to exit EL program. Students exiting the program will be changed from “Y,M, S or L” status to “N” status.

## ENGLISH LEARNERS

All students in the emerging and progressing categories will remain in the program with services, supports and accommodations until they meet the exit criteria, including students who are achieving at the Trial Mainstream level.

## IMMIGRANT STATUS

An immigrant student is a student who is age 3 through 21, was not born in any State, and has not been attending one or more schools in any one or more States for more than 3 full academic years. The Reading EL team will code and monitor students who are identified as “Immigrants”.

# Proficiency Standards

Ohio's strategic plan for education, *Each Child, Our Future*, highlights the importance of providing accessible, high-quality instruction to support English learners. In addition, *Each Child Means Each Child: Ohio's Plan to Improve Learning Experiences and Outcomes for Students with Disabilities* offers recommendations to guide the inclusion of students with disabilities and their families.

*Ohio English Language Proficiency Standards* and the *Ohio Learning Standards-Extended for English Language Proficiency* describe expectations for the effective instruction of all students who are English learners, including those with the most significant cognitive disabilities. *Ohio English Language Proficiency Standards* apply to all English learners attending Ohio's public and nonpublic schools in grades K-12. The *Ohio English Language Proficiency Standards* are the basis for integrated English language instruction as measured by the current Ohio English Language Proficiency Screener and Ohio English Language Proficiency Assessment.

## Ohio's ELP Standards

- [English Language Proficiency \(ELP\) Standards \(All\)](#)
- [Kindergarten ELP Standards](#)
- [Grade 1 Standards](#)
- [Grades 2-3 Standards](#)
- [Grades 4-5 Standards](#)
- [Grade 6-8 Standards](#)
- [Grade 9-12 Standards](#)

## Ohio Learning Standards-Extended for ELP

- [Ohio Learning Standards-Extended for ELP](#)

## Instructional Guide and Resources for English Learners

The purpose of the Instructional Guide and Resources for English Learners is to serve as a resource to school district personnel in the use of the new *English Language Proficiency (ELP) Standards* to inform instruction and support ELLs in their development of English language communication skills needed for success in school.

- [Instructional Guide](#)

Information taken directly from ODE Website linked [HERE](#).

# EL EMIS Guidelines

## EMIS Instructions

**L Status:** LEP student enrolled in US schools for the first time who has been enrolled in US schools for less than 180 days

**S Status:** LEP student enrolled in US schools for their second year (days 180 - 360)

**Y Status:** LEP student enrolled in US schools for their third or more years (360 days +)

### **Trial Mainstream (M)**

The Trial Mainstream category for English learners is used for programmatic and funding purposes only. The Department considers ELs who score a combination of 5's and 4's in three domains and a score of 3 in one domain as Trial Mainstream. These students are still provided all necessary EL program supports, with targeted intervention on the domain for which they scored a 3. A student in Trial Mainstream cannot exit the program. The Trial Mainstream category may be in place for only one year or may be many years. The Trial Mainstream category is determined each year based on the OELPA scores. Students with scores of INV = invalidated or N = not attempted are not eligible for Trial Mainstream.

**N Status:** Not LEP. The student does not qualify for EL services or no longer qualifies.

**Reclassification** (to be completed by the Reading EL team):

- After 180 days, the EL code will change from L to S
- After 360 days, the EL code will change from S to Y
- Students who meet the exit criteria will be exited from the program with a June date.
  - Students who score all 4s and 5s on the OELPA will be considered proficient and exited from the program and coded N
  - Students grades K - 12 are eligible to be exited from LEP status

## Home Language Usage Survey

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.

The federal and state requirements to identify and provide equitable educational opportunities that support the whole child apply to all students who are English learners attending public and non-public schools. It is the obligation and responsibility of all Ohio schools and districts to know and respond to student and family needs for language supports. Parents and families with limited English proficiency have the right to language assistance to understand all notifications and select available programs.

Aligned with the provision of meaningful parent and family notifications to encourage school engagement, Ohio schools follow a two-step process for the identification of students as English learners.

### **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 new students and their families, Ohio's Language Usage Survey must be completed for each student, in collaboration with parents and families, to support the identification and instruction of potential English learners and the provision of understandable communications.

Click [HERE](#) to link to the Ohio Language Usage Survey in English with translations provided for multiple other languages.

## OELPS

After identifying potential English learners with the language usage survey, schools assess these students' English language proficiency using the Ohio English Language Proficiency Screener (OELPS). The OELPS is the state-provided, standardized tool for determining whether students qualify as English learners eligible to participate in the school's language instruction educational program.

The OELPS aligns with the Ohio English Language Proficiency Standards and must be administered individually to potential EL Students grades K-12. To access the screener, screener manual and screener results, go to the OELPS Test Portal.

Click [HERE](#) for Guidelines on Identifying ELs in Ohio

## Language Plan

Once a student qualifies for EL Services, a language plan must be written for each individual student. The Language Plan will be written by The Reading EL team. The purpose of the language plan is to communicate to the student, teachers, and family the following:

- The student's academic English language levels in Reading, Writing, Listening and Speaking
- Goals that the student will be working toward in Reading, Writing, Listening, and Speaking
- Appropriate accommodations for the student so that they can access their grade-level instruction, content, and skills
- Appropriate State Testing Accommodations
- The type of language support services that they will receive from their EL teacher

Additionally, language plans will have spaces for teacher acknowledgment of this information, parents accepting or declining services.

Hard copies of the language plan should be stored in the student's cumulative file and should also be uploaded to the student management system for easy access by the grade-level teachers.

## Example Language Plan

# Reading Community City Schools

### English Language Development Plan

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

STUDENT: \_\_\_\_\_ OTHER LANGUAGES: \_\_\_\_\_

DATE: \_\_\_\_\_

Years in U.S. Schools: \_\_\_\_ <1 year \_\_\_\_ <2 years \_\_\_\_ <3 years \_\_\_\_ 3 or more years

Communication SKILL	PROFICIENCY LEVEL AS OF _____				
	Level 1	Level 2	Level 3	Level 4	Level 5
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OELPS/OELPA PROFICIENCY STATUS**	Emerging	Progressing	Proficient

On OELPS/OELPA, there are three overall performance levels: Proficient, Emerging, and Progressing.

**Proficient** students are those scoring any combination of 4s and 5s across all four domains.

**Emerging** students are those scoring any combination of 1s and 2s across all four domains.

**Progressing** students are those scoring any combination of across the four domains that does not fall into Proficient or Emerging.

## EXPLANATION OF PROFICIENCY LEVELS

The Emerging EL 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 EL 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 EL 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.

## ENGLISH LANGUAGE PROFICIENCY GOALS

LANGUAGE DOMAIN PROFICIENCY LEVEL	ENGLISH LANGUAGE PROFICIENCY GOALS
LISTENING _____	
READING _____	
SPEAKING _____	
WRITING _____	

## EL Services

In order to meet the listed goals, English Learner (EL) Services will be provided \_\_\_\_\_ minutes per typical school week during the school year.

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

- \_\_\_\_\_ Consultation, monitoring, and academic assistance as needed
- \_\_\_\_\_ Structured immersion with ESL teacher
- \_\_\_\_\_ Pull-out small group or individual tutoring
- \_\_\_\_\_ Sheltered instruction
- \_\_\_\_\_ Dual-language instruction

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 EL student in his or her core curriculum classes, the following will be provided:

INSTRUCTIONAL SUPPORTS	INSTRUCTIONAL SUPPORTS
Increased visual or contextual cues (pictures, objects, graphic organizers, process charts. Total Physical Response)	Organized buddy/peer teaching
Highlighted texts and/or materials	Organized alternative projects
Additional and/or repeated instructions or directions	Modeled language (e.g. “think aloud”)
Check and recheck for understanding. Have student explain directions or task	Native language support (through teacher, volunteer, peer, bilingual texts)
Increased opportunities to respond and practice language (e.g. cooperative learning one-on-one interactions, project based learning)	Incorporated culture into the classroom (e.g. decorations, story-telling, discussions, culture studies)
Interactive Journal (written dialogue between student and teacher to facilitate language acquisition and understanding of content)	Developed classroom routines with clear, consistent signals (e.g. entry, assignment completion, exit)

MODIFICATIONS	MODIFICATIONS
Shortened assignments	Extended time for tests
Limited/alternative spelling and vocabulary lists	Modified or alternative (e.g. matching) tests
Provided written notes or allowing student to copy notes.	Allow open-book tests
Allow student to write in native language	Test read aloud or student able to ask for verbal clarification
Allow the use of a bilingual or English dictionary or electronic translation pen or program	Grade on a pass-fail basis
Extended time for assignments	Other:

DATE OF PLAN: \_\_\_\_\_

**TEAM MEMBERS:**

\_\_\_\_\_  
SIGNATURE (PARENT)

\_\_\_\_\_  
PRINT NAME

\_\_\_\_\_  
SIGNATURE (Teacher)

\_\_\_\_\_  
PRINT NAME

\_\_\_\_\_  
SIGNATURE (Teacher)

\_\_\_\_\_  
PRINT NAME

\_\_\_\_\_  
SIGNATURE (Teacher)

\_\_\_\_\_  
PRINT NAME

\_\_\_\_\_  
SIGNATURE (Teacher)

\_\_\_\_\_  
PRINT NAME

\_\_\_\_\_  
SIGNATURE (Teacher)

\_\_\_\_\_  
PRINT NAME

I accept EL services for my child

\_\_\_\_\_  
DATE

\_\_\_\_\_  
(SIGNATURE OF PARENT/GUARDIAN)

I decline EL services for my child

\_\_\_\_\_  
DATE

\_\_\_\_\_  
(SIGNATURE OF PARENT/GUARDIAN)

## Examples of Accommodations and Modifications

<u>Instructional Supports and Accommodation</u>	<u>Environmental Supports and Accommodations</u>	<u>Classroom Assignments and Testing Accommodations</u>	<u>District and State Testing Accommodations*</u>
Additional visual and contextual clues (anchor charts, Word Walls, pictures, diagrams, graphic organizers, Total Physical Response)	Organized buddy/peer teaching	Extended time	Extended time (for ACT-approval needed in December) <i>N/A for MAP and OELPS/OELPA</i>
Provide prompts, photocopies of notes or outlines, guided notes or highlighted materials	Extended time (for ACT-approval needed in December)	Simplify language of assignments and assessments; allow students to respond orally and/or in their first language, as appropriate	Word-to-Word Dictionary or glossary provided (English/Native, when available) (for ACT-approval needed in December)
Use modeling and rubrics so students understand expectations	Teacher simplifies language used in instruction.	Provide a weekly assignment checklist	Text-to-speech and/or tracking (Spanish only)-not for ELA
Supplement using resources in the student's first language when available	Incorporating culture into the classroom (e.g. decorations, storytelling, discussion, culture studies)	Shortened/alternate assignments suitable to the student's linguistic ability including material at current reading level	General directions read aloud or in the native language
Adapted materials at reading level	Native language support (through teacher, volunteer, peer, bilingual texts)	Provide a word bank, allow open-book tests, allow simplified answers or answers in alternate forms such as lists, phrases	Testing in a familiar environment/small group (ACT approval needed in December)
Technology assistance (Google translate and other language services)	Developed classroom routines with clear, consistent signals (e.g. entry, assignment completion, exit)	Test read aloud or student able to ask for verbal clarification	Spanish/English bilingual form of the test (not for ELA)
Check and recheck for understanding (can be with peer)	Preferential seating (near teacher, near board, and/or with peers who may speak native language)	Alternate rubric grading, see grading rubric handbook	General directions only in native language- any OST
Opportunities to utilize language in class with appropriate support (cooperative groups, sentence stems, partner work, etc)	Teacher avoids idioms and slang if not explicitly teaching the meaning..	Use of bilingual dictionary or other language-assistance technology	Language Translator-not for ELA

Pass/fail classes: high school only	Speak clearly and with reference	Assess using informal observation, rubrics, oral responses, simplified language along with more formal options	<i>Scribe-English</i>
Utilize wait time/processing time	Other:	Translatable formats for tests and assignments used when possible- videos and assignments have captions, options to translate	
Teach new concepts and lessons in chunks: mini-lessons, cooperative learning, checks for understanding, turn and talk, etc.	Other:	Other:	
Alternate rubric grading- see grading handbook	Other:	Other:	

## State Testing Accommodations

<u>State Testing Accommodations</u>
<p><b>Extended time</b> (ACT: approval needed)</p> <ul style="list-style-type: none"> <li>In most cases, the Department recommends that extended time be defined for students and not open-ended. This accommodation is usually expressed as one and one-half time (1.5x) or double time (2x). A student who has one and one-half time on a test that normally takes 60 minutes may be allowed 90. Extended time may not exceed one school day; students must complete each test part on the same day that part is started.</li> <li>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 characteristics or language barrier. Typically, if a student needs extended time, one and one-half time is sufficient. For some accommodations, such as an oral translation, double time may be appropriate. Rarely is unlimited time (an entire school day) applicable.</li> <li>Schools may choose to test students with the extended-time accommodation in a separate setting to minimize distractions. The Department 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.</li> </ul>
<p><b>Language Translator</b></p> <ul style="list-style-type: none"> <li>Not allowed for English language arts tests. Note: The general directions for <i>all tests</i>, including English language arts, may be translated. The general directions are the scripted directions the test administrator reads to all students before the test begins. The Department will not reimburse translators for translating general directions only.</li> <li>A translator reads aloud the test to a student in his or her native language. Translators will translate the test from the student's device. Student responses must be recorded in the Student Testing Site in English.</li> </ul>

- Translators may translate students’ oral or written responses from L1 to English. This may require an individual setting. See Appendix B, pages 42-45, of the Ohio Test Administration Manual for details.

**Text-to-Speech and/or tracking Spanish/English**

- The text-to-speech feature reads the test aloud to the student.
- Tracking highlights the text as it’s read aloud.

**Spanish/English bilingual form of the test**

- Not allowed for the English language arts test.
- The test is available in English and Spanish. The student can switch between the two versions.
- .Only responses in English will be scored.
- Appropriate for students who have content knowledge in both Spanish and English.

**Scribe (English)**

- Not allowed for the ELA test
- The student dictates the responses in English. The test administrator or monitor must test the student in a separate setting.
- May be appropriate for beginning-level English learners who do not have translators and who have better spoken than written English language proficiency. Typically, not appropriate for intermediate- or advanced-level English learners.

**Word-to-Word dictionaries and glossaries (English / Native)**

provided by school (when available) (ACT approval needed)

- Should be in use all school year prior to testing
- Recommended for intermediate and advanced English learners but may not be appropriate for beginning-level English learners
- Approved bilingual word-to-word dictionaries and glossaries may be used on English language arts (ELA) tests even though full translation and interpretation of the ELA tests is not allowed.

**Human reader**

- Not allowed for English learners on the English language arts OST
- .A test administrator reads in English from the student’s computer screen to the student. *For computer-based 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’s 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.”
- 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 computer-based testing technology. Refer to the Test Administration Manuals for more information about administering a test through a human reader.

**General directions read in native language** (ACT: approval needed)

**Testing in a familiar environment/small group** (ACT: approval needed)

## Parent Rights

Within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school), schools must notify parents of English Learner (EL) students participating in EL programs of the following:

- Reasons for child's identification and placement;
- Child's level of English proficiency, how assessed, and status of child's academic achievement;
- Type of language acquisition program and method of instruction used in child's program;
- How the program will meet the educational strengths and needs of the child;
- How the program will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- Program exit requirements, expected rate of transition and expected rate of graduation;
- If applicable, and the EL student has been appropriately identified as having a learning disability, how the program meets the child's individual education plan (IEP).

Rights of the parent:

- To remove the child from the program;
- To decline enrollment in the program or other program options available;
- Obtain assistance in selecting from among available programs.

Schools must:

- Notify parents within 30 days when the district fails to progress on measurable objectives under Section 3122;
- Implement an effective means of outreach to parents of EL students to inform them how they can be involved in the education of their children;
- Provide above information in an understandable and uniform format and, to the extent practicable, in a language that the parent(s) can understand.

## OELPA

All students who qualify for EL Services must take the Ohio English Language Proficiency Assessment. This assessment is comprised of four parts: Reading, Writing, Listening and Speaking. The speaking portion must be completed in a one-on-one setting with a test administrator. The other parts of the OELPA may be done in group settings. All four parts must be completed in the testing window, generally in February and March.

**Students who have declined services must test.**

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](#).

Students who score all 5's or a mixture of 4's and 5's will exit the EL Program.

### OELPA Domain Exemptions

Domain exemptions are available for the Ohio English Language Proficiency Assessment (OELPA) and the Ohio English Language Proficiency Screener (OELPS). Domain exemptions are for student situations that preclude engagement with any of the four language domains (listening, reading, writing and speaking). Districts may exempt students from a domain if the student's disability prohibits the student from participating in the stated domain.

Districts may exempt a student from no more than three of the four domains.

In determining which student situation might be applicable for a domain exemption, administrators and teachers must determine that:

- The student has a documented disability or impairment (IEP or 504 plan) applicable to the domain;
- Even with available accommodations, the student cannot engage with (access) the domain; and
- The 504 plan or IEP team, in consultation with the educator(s) supporting student's English language development, have established a need for a domain exemption. It is essential for the determination process, that the IEP team include participants who have the requisite knowledge of the child's English language development needs. The determination must be documented in the student's plan.

Possible domain exemptions for OELPA should be considered collaboratively on an individual basis by ESOL tutors/teachers and Intervention Specialists.

Below are a few examples taken from the [OELPA Accessibility Manual](#) that can guide discussions.

Domain	Possible exemption or accommodation*	Why?
Reading	Exemption: Read-aloud, also called reading access, accommodation on ELA test	We can't offer that on OELPA. "Student is essentially a non-reader who needs content read aloud in order to assess comprehension."
Writing	Accommodation*: Broken arm*	*A scribe can be used to type following accessibility guidelines <a href="#">here</a>  Procedures for computer-based transcription are on the last page- <i>requires 2 people to be present</i>
Speaking	Exemption: Student is completely nonverbal.	Students must record their answers via microphone.
Listening	Exemption: Student is deaf or uses HAT.	Students must be able to hear content read aloud for this domain and others.

## Monitoring

### District EL Monitor Overview

Students exited from EL services and students who decline services will be monitored for four years. Students will be monitored by The Reading EL team.

Monitoring includes report cards, attendance, assessment data, and qualitative reports from teachers.

Students who show signs of academic struggle will be put on a "watch". This means that the student will be discussed at an EL Team meeting as a Student of Concern. Steps moving forward might be that the EL teachers will reach out to their gen ed teachers to check in, check ins with the counselor or psychologist, or checking in with the student. Outcomes from this might include consultation with the teachers, support via adapted material, or additional interventions from the gen ed teacher.

If a student continues to struggle and is not responsive to interventions, they will be reconsidered for EL Services.

## Dual Identified ELs

Students who qualify for both English Learner Services and Special Education services are considered dual identified.

The following guidance documents have been developed to assist the identification and instruction of English learners who do not make expected academic progress in school and who may benefit from individualized, intensive intervention services provided through The Individuals with Disabilities Education Act (2004).

The two key question checklists, *Referral and Identification of English Learners with Disabilities* and *Multi-Tiered Systems of Support Literacy/Reading Instruction for English Learners* are informal assessment tools developed by Ohio educators to provide more consistent and well-rounded assessment within the referral and identification processes established at the local level for English learners and students with disabilities. The checklists are presented as a list of guiding questions developed by practitioners to support the provision of school intervention for English learners with suspected disabilities.

**Note:** As described by the Individuals with Disabilities Education Act, parents and guardians of students who are learning English have the right to receive all communications regarding special education referral and assessment in a language that is understandable. Written translations and the use of interpreters should be provided to assure that culturally and linguistically diverse parents are informed and able to participate meaningfully in the education of their children and youth.

Referral and Identification of ELs with Disabilities - Link [HERE](#)

Multi-Tiered Systems of Support Literacy / Reading Instruction for English Learners - Link [HERE](#)