

DISTRICT PLAN

English Language Learners
2011-2012



The Rocky River City School District's Limited English Proficient (LEP) plan follows state guidelines in providing service to Limited English Proficient students. English language learners have equal access to a quality education that enables them to progress academically while learning English.

DEMOGRAPHICS

The Rocky River City School District is comprised of Rocky River High School (9-12), Rocky River Middle School (6-8), Kensington Intermediate School (3-5), and Goldwood Primary School (P-2). The total student population is slightly above 2500 and the Limited English Proficient students make up 3% of the student population. District data indicates the number of identified LEP students as 68 in the 2010-2011 school year. The trend in district has been a steadily growing LEP population.

The majority of LEP students speak Albanian and Arabic. Albanians comprise 38% of the total LEP population and Arabic speakers comprise 39% of the total LEP population. Other languages represented in the district include Chinese, Farsi, French, Latvian, Polish, Serbo-Croatian, Spanish, Tagalog, and Turkish.

PROGRAM GOAL

The goal of the Rocky River ELL Program is to provide high-quality instruction in the English language domains of listening, speaking, reading, and writing. Similarly, we strive to provide appropriate modifications and accommodations in the mainstream classrooms so that English Language Learners may develop the English language skills necessary to successfully achieve both academically in school and socially in the United States.

DEFINITION

A child who is Limited English Proficient (LEP) is:

- between the ages of 3 and 21;
- enrolled in an elementary or secondary school;
- has a native/home language other than English, whether born in the U.S. or another country; and
- has such difficulty speaking, reading, writing or understanding English that the student may be unable to perform well enough in class or on state tests to meet expected state standards for achievement.

LEGAL BACKGROUND

The following legal decisions are the basis upon which the district provides our ELL program:

- Lau v. Nichols 1974;
- Title VI, Civil Rights Act 1964; and
- Title III, No Child Left Behind Act 2001 (modified 2004).

Lau v. Nichols [414 U.S. 563 (1974)] ruled, “Under these state imposed standards there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”

1983 Office of Civil Rights indicates, “It is our policy to find violation of the Civil Rights Act of 1964 if Limited English Proficient (LEP) students are retained in grade for failure to demonstrate basic skills in English.”

Title III No Child Left Behind Act (2001) aims to assist LEP and immigrant students “to achieve high levels in the core academic subjects” (Part A, Sec. 3102 [2]) and to do the following:

- Develop and reach English language proficiency.
- Attain high levels of academic achievement in core content areas.
- Meet the same content and achievement standards that other students are expected to meet.

IDENTIFICATION

State and federal laws require school districts to screen students who have more than one language in their history. All Rocky River parents/guardians must answer questions about languages spoken at home when they enroll. These questions are a part of the Home Language Survey (HLS). This form becomes a part of the student's cumulative record. Copies of completed forms listing a language other than English as a reply to any of the questions are sent to the district ELL coordinator.

If parents indicate that a language other than English is spoken at home on their HLS, we are required, by law, to assess the student’s language proficiency. Rocky River uses the IPT Language Proficiency Test for this identification process. It is used to determine if the student’s level of English proficiency is not adequate to participate effectively in mainstream classroom settings in which English is the only language of instruction. The IPT is administered to students within two weeks of enrollment. The assessment determines if the student is fully English Proficient, Limited English Proficient, or Non-English Proficient.

If a student is fully English Proficient, he is classified as Non-LEP. The HLS will be marked Non-LEP in the student’s permanent record, and no further action is taken by the ELL instructors.

If the student is not fully English proficient, they are considered LEP (Limited English Proficient) by the state, and are eligible for ELL services. The ELL coordinator will send the parent/guardian notification of the test results indicating proficiency levels, a description of the ELL program, and how services will be delivered. ([Initial Parent Notification](#)) The parent/guardian must sign and return a portion of this form, either giving or denying permission for their child to receive ELL services. This information (test results and permission) is kept in the blue ELL folder in the student's permanent file. LEP students are placed into the ELL program within thirty days of enrollment if the parent/guardian consents to services.

Parents have the right to remove the child from the program, to decline enrollment in the program or other program options available, and to obtain assistance in selecting from among available programs.

If permission for ELL services is denied for direct services, the student maintains the LEP designation and the student's progress will be monitored by the building ELL instructor. The building ELL instructor will give the ELL student's classroom teachers a Language Development Plan (LDP) of suggested modifications and accommodations based on that student's levels of proficiency and time in the US, and the student will take part in the annual spring assessment of English proficiency (OTELA) given to all LEP students until that student exits from the ELL program.

EXIT CRITERIA

Parents will be notified when the student has met the following criteria, and as a result, exits from the ELL program. ([Exit Notification](#))

- A composite score of 5 on the Ohio Test of English Language Acquisition (OTELA); or
- A composite score of 4 on the OTELA, subsequent completion of a trial period of mainstream instruction and a composite score of 4 or above on the OTELA during the trial period of mainstream instruction
- Students will not be exited from the LEP program before Grade 3.
- Students who obtain a composite score of 4 or 5 on the OTELA in Grade 2 and obtain a composite score of 4 or above on the OTELA during the completion of a trial period of mainstream instruction in Grade 3 shall be exited from the program.

ANNUAL ASSESSMENT OF ENGLISH LANGUAGE (OTELA)

State and federal law requires an annual assessment of LEP students' English language proficiency. Ohio uses the OTELA test (Ohio Test of English Language Achievement). Students are assessed each spring in the areas of listening, speaking, reading, and writing. Students are given a score in each area, as well as a total composite score.

The OTELA scores are used:

- To determine the appropriate support to be provided for those students identified as LEP.
- To help inform instructional decisions relating to the education of LEP students.
- To determine if a student who has been enrolled in United States schools for less than three full school years is eligible for additional accommodations when taking certain Ohio statewide assessments.
- To evaluate the progress of LEP students in developing English language proficiency.
- To help determine when a student is no longer LEP and is ready to be exited from the district's LEP program.
- To help evaluate the effectiveness of the district's LEP program.

Each year, the parent/guardian will be notified of the results of the OTELA test and will need to give permission for continued participation in the ELL program. ([Annual Notification](#))

Once a student attains a composite score of five (5), he or she is no longer considered to be LEP and is exited from the ELL program. If a student attains a composite score of four (4), he or she is considered to be proficient enough in English and may no longer need direct ELL services. These students enter into a transition year and are in proficient-trial-mainstream status (PTM) for the following school year. During this year, the student must show evidence of academic success and score a four (4) or five (5) on the OTELA test during the PTM year. If a student is able to do this, he or she will be exited from the program and is no longer considered to be LEP.

DEFINITION OF LANGUAGE LEVELS

Students learning a new language proceed through different stages, or levels, of proficiency. Ohio has established five proficiency levels to categorize LEP students at different stages of their English language development:

1. Pre-functional
2. Beginning
3. Intermediate
4. Advanced
5. Proficient

The following are summary descriptions of each of the proficiency levels:

	Listening	Speaking	Reading	Writing
Pre-functional	<ul style="list-style-type: none"> • Has zero to very limited ability in understanding spoken English • Relies on nonverbal cues, such as gestures and facial expressions, and requires frequent repetition and/or rephrasing to understand spoken language • May understand isolated words, some social conventions and simple directions, commands and questions 	<ul style="list-style-type: none"> • Has zero to very limited ability in speaking English • May say or repeat common phrases, words and formulaic language • May be able to provide basic information in response to requests and questions • Asks one- or two-word questions without regard to structure and intonation 	<ul style="list-style-type: none"> • Has zero to very limited ability in reading English • May demonstrate basic concepts of print (front- to-back, top to-bottom, left-to-right) • May distinguish letters from other symbolic representations • May follow one-step directions depicted graphically 	<ul style="list-style-type: none"> • Has zero to very limited ability in writing English • Can participate in writing activities by drawing pictures • May be able to copy letters or form them from memory • May be able to copy some words • May attempt to apply some writing conventions, but often does so inappropriately
Beginner	<ul style="list-style-type: none"> • Understands simple, short statements and questions on a well-known topic within a familiar context • Can follow simple multi-step directions 	<ul style="list-style-type: none"> • Predominantly uses formulaic patterns and memorized phrases • Uses language that is often marked by the lack of tense, number and agreement • Uses school-social 	<ul style="list-style-type: none"> • Begins to identify the names of both upper- and lowercase letters • Can identify where words begin and end • Can follow multi-step directions depicted 	<ul style="list-style-type: none"> • Produces writing that is marked by the lack of tense, number and agreement • Makes frequent errors in mechanics such as punctuation and

	<ul style="list-style-type: none"> • Can identify the main idea and some details of short conversations or simple orally delivered text on a familiar topic • May still need repetition and rephrasing 	<p>vocabulary that is limited to key words and has little or no academic vocabulary</p> <ul style="list-style-type: none"> • Responds to questions usually with one- or two-word answers 	<p>graphically</p> <ul style="list-style-type: none"> • During read-aloud, gets meaning primarily from pictures and the teacher's tone of voice and gestures 	<p>capitalization</p> <ul style="list-style-type: none"> • Writes most effectively when supported by a visual, a shared experience or scaffolding • Begins to revise or edit own writing with teacher support
Intermediate	<ul style="list-style-type: none"> • Shows understanding of simple questions and statements on familiar topics • Often requires restatements in graphic terms or at a slower rate • Follows simple directions • Shows appropriate responses when read or told a story (e.g., laughs at humor) • Has difficulty comprehending academic-related content 	<ul style="list-style-type: none"> • Can communicate ideas and feelings in English but with difficulty • Speaks coherently with hesitations and grammatical and syntactic errors • Retells a simple story, but detail may be lacking • Responds appropriately to questions, but with errors in grammar and vocabulary 	<ul style="list-style-type: none"> • Reads simple printed material within a familiar context • Understands short discourse on familiar topics • Has a small repertoire of high frequency words • Partially uses details to extract meaning • Partially perceives the feeling and tone in a poem or story • Has weaknesses in predicting from details 	<ul style="list-style-type: none"> • Composes short paragraphs that are mostly intelligible • Begins to edit for sentence-level structure, spelling and mechanics; revises for content, organization and vocabulary, usually with support of the teacher • Writes with less dependence on visual supports, shared experiences and scaffolding
Advanced	<ul style="list-style-type: none"> • Understands conversations in most school and/or social settings • Understands main ideas and significant details of extended discussions or presentations on familiar and relevant academic topics • Asks for clarification on oral information related to academic content • Understands multiple meanings of words and uses context clues to understand messages 	<ul style="list-style-type: none"> • Speaks in coherent, fluent sentences but with occasional errors in vocabulary and syntax • Demonstrates sufficient vocabulary to communicate in nonacademic settings and most academic ones • Responds appropriately to many questions in classroom settings, grammatical structures • Begins to use language to connect, tell, expand on a topic and reason 	<ul style="list-style-type: none"> • Reads familiar text with little teacher or visual support; needs supports to comprehend unfamiliar text • Has oral fluency and uses self-monitoring and self-correction strategies when necessary • Identifies main ideas of reading passages • Identifies most specific facts within a text • Has difficulty using details to make predictions 	<ul style="list-style-type: none"> • Participates in writing activities with minimal teacher support • Writes mostly coherent, unified and appropriately sequenced sentences • Produces writing that meets creative demands of most social and academic situations • Makes errors in modality, tense, agreement and other areas of grammar • Produces writing that generally expresses complete thoughts
Proficient	<ul style="list-style-type: none"> • Shows understanding of most grade-level content-area and school and/or social speech • Understands main ideas and relevant details of extended discussions 	<ul style="list-style-type: none"> • Speaks English fluently in social and grade-level academic settings • Produces speech that includes a variety of grammatical structures • Participates in classroom discussions without difficulty 	<ul style="list-style-type: none"> • Reads for different purposes across a variety of text types • Understands multiple word meanings • Shows understanding of the main idea • Understands 	<ul style="list-style-type: none"> • Participates in writing activities with no teacher support • Shows good control of sentence structure, spelling and vocabulary • Writes effectively for different audiences and

	<p>and presentations</p> <ul style="list-style-type: none"> • Makes interpretations of spoken communications • Understands broad range of spoken vocabulary, including idiomatic expressions • Understands oral information provided via electronic media 	<ul style="list-style-type: none"> • Shows flexibility, creativity and spontaneity in speech in various settings • Uses language effectively to connect, tell, expand, and to reason 	<p>figurative language in a poem</p> <ul style="list-style-type: none"> • Makes connections between written text and personal experiences or tasks • Participates in reading activities with little or no teacher support 	<p>purposes</p> <ul style="list-style-type: none"> • Edits for sentence-level structure, spelling and mechanics; revises for content, organization and vocabulary
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Source: The State Collaborative on Assessment and Student Standards (SCASS) for Assessing Limited English Proficient Students and American Institutes for Research (AIR), 2006

DISTRICT PROGRAM OF SERVICES

An individualized Language Development Plan ([LDP](#)) of service is created for each student identified as LEP in grades K-12. The plan of service varies depending on the school and the child’s level of English language proficiency. All Language Development Plans include recommendations for modifications and accommodations appropriate to the individual student as well as language development goals in reading, writing, speaking and listening. The building ELL instructor will assist the classroom teachers in implementing the recommendation of the LDP when possible. Training is provided for classroom teachers to help them better modify instruction and assessment for LEP students.

Instruction for all ELL students is aligned to the [Ohio English Language Proficiency \(ELP\) Standards](#). This is a resource for teachers and other school staff who work with limited English proficient (LEP) students in kindergarten through grade 12. The standards define progressive levels of competence in the acquisition of English, and help teachers move LEP students toward proficiency both in the English language and in Ohio’s academic content standards. The ELP standards support the development of academic language proficiency and the achievement of academic content standards. The standards reflect the four domains of language: listening, speaking, reading, and writing.

In grades K-5, ELL instruction may be provided in pull-out (small-group) or push-in (in the classroom) settings. Instruction is focused on developing reading, writing, listening, and speaking skills in English as well as on supporting the content taught in the classroom. Students at the advanced level may not be scheduled for regular ELL instruction, although their academic performance is monitored so that intervention may be made in a timely manner if needed.

In grades 6-8, beginning and intermediate level ELLs are scheduled for regular ELL support classes. These students are grouped by grade and English language proficiency level. Instruction is focused on developing language skills as well as on content and homework support. Students at the advanced level may not be scheduled for regular ELL instruction, although their academic performance is monitored so that intervention may be made in a timely manner if needed.

In grades 9-12, beginning and intermediate level ELLs receive English credit for their ELL program. The ELL English course is designed to address the language and literacy needs of pre-functional, beginning, and intermediate level ELL students. The objectives include improving English language competence and proficiency in the areas of listening, speaking, writing, and reading with an emphasis on developing vocabulary, as well as skills and strategies that will lead to success in the content areas and on state assessments. ELL students at the high school are also scheduled for a supported study hall that provides homework support in the content areas.

For all grades, Progress Book is monitored regularly to permit timely intervention in the event an ELL student is failing one or more classes. If necessary, the ELL instructor will meet with teachers to determine whether the reason for the failing grade is the result of a language barrier (in which case greater modification and accommodation may be necessary), or the result of student negligence (e.g., failure to turn in assigned work or follow other reasonable requests that take into account the student's level of proficiency in English).

Students who are in Proficient Trial Mainstream (PTM) status and who are not receiving direct ELL instruction will be monitored regularly through Progress Book to permit timely intervention if they are failing one or more classes. If necessary, the ELL instructor will meet with teachers to determine whether the reason for the failing grade is the result of a language barrier (in which case greater modification and accommodation may be necessary), or the result of student negligence (e.g., failure to turn in assigned work or follow other reasonable requests that take into account the student's level of proficiency in English). ([Monitoring Report](#)) Monitoring will continue for the student for two years after exiting to ensure continued academic success.

GRADING

Each identified ELL student has a Language Development Plan (LDP) which indicates:

- proficiency level;
- recommended modifications/accommodations that the teacher can refer to in order to appropriately modify assignments; and
- ELL instructional plan (language areas to be targeted for improvement this year).

This plan will be given to the classroom teachers and updated every year by the ELL teacher. The ELL teacher will assist the classroom teacher with modifications & accommodations when possible. The LDP will be kept in the blue ELL folder in the permanent folder.

For appropriately modified assignments and assessments, give a letter grade based on that modified assignment.

If an assignment or assessment is unable to be completed successfully because it was not modified appropriately:

- Modify the assignment and give the student another opportunity to complete it without penalty.
- If it is not possible to modify or if the student's language is so basic that it is impossible to modify meaningfully then give the student a grade for effort.

- S+ Work completed and with great effort
- S Work completed
- S- Work not done or incomplete with no effort

A narrative from ELL teacher each quarter reporting on progress in areas targeted in ELL instructional plan will be sent home with the report card. This narrative will be completed for the students for whom the building ELL instructor provides direct support.

GRADUATION REQUIREMENTS

LEP students are held to the same standards as non-LEP students when it comes to graduation requirements. In order to receive a diploma, all students must meet minimum standards on the state Ohio Graduation Test (OGT). Some LEP students are eligible for accommodations on the assessment, which may include a native language translator, extended time, and use of a dictionary. OGT testing begins in grade ten. Students have five opportunities to take the assessments in reading, writing, mathematics, science, and social studies.

RECORDS

A blue ELL folder will be placed in the permanent file of all LEP identified students. The following forms will be placed in each blue ELL folder:

- Language Development Plan (LDP)
- OTELA scores
- Notification letters
- Monitoring reports

The ELL instructor will maintain a separate ELL folder that contains:

- Copy of the home language survey
- Copy of OTELA scores
- Copy of parent notification letters
- Copy of monitoring reports
- Work and writing samples
- Correspondence with teachers and family

STAFFING

Direct instruction in ESL is provided by licensed teachers with or working toward TESOL endorsements per state guidelines. District staff training and professional development is provided through in-services and workshops during the year, as well as via off-site conferences, workshops and courses.

RESOURCES

Each building in the district has a part-time ELL instructor who has a designated office or instructional area, including access to a computer and email. These rooms contain a variety of texts, games, maps and realia. Many of the texts are specifically designed to develop reading, writing, listening, and speaking skills while building content area vocabulary and academic skills

that will lead to success in the content areas. Hampton-Brown's The Edge program is used with ELL students in grades 6-12. Houghton Mifflin's Access: Building Literacy through Learning (Math, Science, World History, and American History) is used to help modify content curriculum.

The building ELL instructors will also assist classroom teachers with the recommended modifications and assessments outlined on the student's LDP.

PARTICIPATION IN STATE TESTS

LEP students are required to be taught the same academic content in the core subject areas [English language arts (reading and/or writing) mathematics, science and social studies] as their classmates, at the same time they are learning English. This is to ensure that LEP students do not fall behind in any content areas as they are learning English.

All Ohio students, including LEP students, must take statewide assessments. This includes all state diagnostic, achievement and graduation tests as well as the OTELA. All LEP students, even those who are recently enrolled, must take the OTELA. There is no alternate form of the OTELA; all students identified as LEP and also identified with disabilities must take the OTELA.

However, NCLB and Ohio law allow for LEP students who recently arrived at U.S. schools to be exempted one time from taking the state's English language arts (reading and/or writing) assessments. The definition for the exemption for the LEP student in the U.S. for less than one year is as follows:

- A recently arrived limited English proficient student who has been enrolled in U.S. schools for **no more** than 180 school days and **not** previously exempted from taking the spring administration of either of the state's English language arts assessments (reading and/or writing).
- Recently arrived LEP high school students who are not administered the reading and writing OGT assessments must be administered the mathematics, science and social studies OGT assessments per appropriate grade level. However, recently arrived LEP high school students must take and pass the OGT reading and writing tests at some point to qualify for diplomas.
- Grades 3-8 students who will have more than 180 school days in U.S. schools as of the first day of a spring test administration window are required to be assessed in the reading and writing assessments during that spring test administration (and any other assessments required per grade level).
- If an LEP student enrolls during the spring administration on or after May 10th for the Ohio Achievement Assessments, then that spring administration will not count toward the exemption for testing LEP students unless the student was enrolled in the previous school year prior to the May 10th date.
- If an LEP student enrolls during the spring administration on or after March 19th for the Ohio Graduation Tests, that spring administration will not count toward the exemption for testing LEP students unless the student was enrolled in previous school year prior to the March 19th date.

- Grade three LEP students who meet the criteria for a one-time exemption for the spring administration of the reading achievement assessment are not required to take the fall administration of the reading achievement assessment for that school year. In terms of reporting and accountability, if the exemption is used for both the fall and spring administration for the grade three reading achievement assessment, there will be no test score in reading for the school year included in the assessment data.

LEP students must pass all five of the Ohio Graduation Tests (OGT), as well as meet all curricular requirements, or meet the criteria for the alternative pathway to receive a high school diploma. A high school LEP student must be administered the OTELA until a student meets the exit criteria. An LEP student who has not passed the OGT, has not met the exit criteria for the LEP program and has left high school may take the OGT tests with LEP accommodations since the student has not been officially exited from the LEP program.

LEP ASSESSMENT ACCOMMODATIONS

Instructional staff who work with LEP students are in the best position to make judgments about which accommodations are appropriate for these students. All LEP students may be given the following general allowable accommodations on the OAA and the OGT:

- The use of a dictionary; and
- Extended time to complete the tests.

There is no enrollment time limit for the LEP students for the use of the dictionary and the extended time accommodations.

ODE has developed special test formats to meet accommodation requirements for eligible LEP students. ODE has placed samples of some of the materials online on [ODE's website](#), keyword search: *special test formats*. LEP students who have been enrolled in U.S. schools for less than three years and are at the *beginning* or *intermediate* level in both reading and writing (as measured by the IPT or OTELA) are eligible to receive one of the following **additional** allowable accommodations on the OAA and OGT:

- An English read-aloud accommodation of allowable parts of the test using the English audio CD;
- An English read-aloud accommodation of allowable parts of the test using the read-aloud script – test administrator reads the test aloud to student(s);
- A language translation accommodation of allowable parts of the test using the foreign-language CD;
- A language translation accommodation of allowable parts of the test – translator reads aloud in the student's language to student(s); or
- A Spanish bilingual printed form of the test (in grades 3-8 OAA only).

There are two methods for providing a standardized read-aloud accommodation for eligible LEP students:

1. **Read-Aloud Accommodation English Audio CD:** The English audio recording of the test will be provided on a secure CD-ROM for student use. The purpose of this CD-ROM is to provide a standardized read-aloud accommodation of allowable parts of the tests in

English. This accommodation resource is meant to provide an alternative to districts providing a staff person to provide the read-aloud accommodation; however, a test administrator must be in the test location to maintain security. It is suggested that prior to the assessment administration, students use the released special versions on the assessment website to allow them to become familiar with the CD format.

2. **Read-Aloud Accommodation with Test Administrator:** Based on student need, a district may choose to provide the read-aloud accommodation to eligible students instead of using the English audio CD. If a district chooses to provide the read-aloud accommodation directly, the district may read only the instructions and questions on the reading writing tests and all parts of the mathematics, science and social studies tests. Passages on the reading test may **not** under any circumstances be read aloud to the student. To provide a standardized read-aloud accommodation with a test administrator, districts are required to order the new read-aloud script for OAA.

ODE strongly recommends the use of the English audio CD as it provides a standardized reading of allowable parts of the test forms. The new read-aloud script for OAA will likewise ensure reading passages are **not** read aloud to students.

For the most frequently spoken second languages in Ohio, ODE will provide a standardized audio CD of the tests and also allow students to give answers orally on cassette tape. These student-recorded answers will then be translated and transcribed in a central location by test contractors and these translated/transcribed answers will be scored in the same way as regular test answers.

Note: While a student’s oral response is allowed for this accommodation, districts must provide the blank audio cassette tape for the OAA (blank cassettes are included in the OGT kit sent to districts) and a recording device in this event for both OAA and OGT. ODE strongly advises that districts make every attempt to gather a written response either in English and/or the students’ native language. Also, on the writing assessment (only OGT), the student’s answers **must be provided in written English as produced by the student**. They will **not** be translated or transcribed by the test contractors.

LEP AND SPECIAL EDUCATION

The building ELL instructor should be involved in any referral process for an identified LEP student.

“Determining the appropriateness of referring a limited English proficient (LEP) student to the special education referral committee is a difficult decision in light of the student’s limited proficiency in English, amount of formal education, and potential cultural differences. Care must be taken to determine whether learning and behavior problems demonstrated by the student indicate a disability or, instead, manifest cultural, experiential, and/or sociolinguistic differences. Historically, language-minority students have tended to overpopulate special education classes, and the misdiagnosis of LEP students for special education has led to a number of lawsuits. Title VI of the Civil Rights Act of 1964 (Title VI) and the Individuals with Disabilities Act (IDEA) provide protection against discrimination based upon race, color, or

national origin. Decisions affecting students' educational opportunities must be made fairly and accurately. The referral, evaluation, and placement decisions must be made based upon information that accurately reflects what the student knows or is able to do. These laws also prohibit the discriminatory denial of educational opportunities based upon race, color, or national origin. Thus a student may not be denied evaluation for special education services solely due to the lack of proficiency in English."

--NCSPA Professional Practices – Referring and Evaluating LEP Students (August 2004)

NONPUBLIC SCHOOL SERVICES

"After timely and meaningful consultation with appropriate private school officials, local educational agencies (LEAs) receiving Title III funds must provide educational services to limited English proficient (LEP) children and educational personnel in private schools that are located in the geographic area served by the LEA." (No Child Left Behind Act of 2001, Title IX, Part E, Sections 9501-9506)

If a private school located in the geographic areas served by Rocky River requests assistance in assessing a student who may be LEP, the ELL coordinator will assess the student using the IPT and create a Language Development Plan for each student. The coordinator will consult with classroom teachers to assist with modifications and accommodations. The students may be assessed annually using the IPT to monitor progress.

GLOSSARY OF ACRONYMS

English Language Proficiency Categories (from OTELA)

1. Pre-functional
2. Beginner
3. Intermediate
4. Advanced
5. Proficient

ELL	English language learner, interchangeable with LEP, but more commonly used in the schools when referring to students.
ELP	English Language Proficiency
ESL	English as a second language
HLS	Home Language Survey
IPT	Idea Proficiency Test (assesses English proficiency in speaking, listening, reading, and writing) Used for ELL initial identification and placement
LEA	Local Educational Agency
LDP	Language Development Plan
LEP	Limited English proficient, official state designation
OAA	Ohio Achievement Assessment
ODE	Ohio Department of Education
OGT	Ohio Graduation Test
OTELA	Ohio test of English language acquisition
PTM	Proficient Trial Mainstream
TESOL	Teaching English to speakers of other languages

ONLINE DOCUMENTS

- Home Language Survey
- Initial Parent Notification Letter
- Annual Parent Notification Letter
- Exit Letter
- Language Development Plan
- Monitoring Report
- English Language Proficiency Standards