Ohio Virtual Academy English Learner Policies &Procedures

Ohio Virtual Academy will increase English proficiency of English Learner (EL) and support these students in meeting academic achievement standards for grade promotion by providing high quality language instructional programs that are based on scientifically-based research and demonstrate the effectiveness of English proficiency and achievement in academic content area.

Federal Definition:

Means an individual—

(A) who is age 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)

(i) who was not born in the United States or whose native language is a language other thanEnglish;

(ii)   (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
(II) who comes from an environment where a language other than English has had a significantimpact on the individual's level of English language proficiency; or

(iii)   who is migratory, whose native language is a language other than English, and who comesfrom an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language maybe sufficient to deny the individual—

(i) the ability to meet the State's proficient level of achievement on State assessments describedin section 1111(b)(3);
(ii)the ability to successfully achieve in classrooms where the language of instruction is English;or
(iii)   the opportunity to participate fully in society.

Common Acronyms

- English Learner (EL)
- Limited English Proficient (LEP)
- English Language Development (ELD)
  All of these acronyms are used to describe a student who speaks a language(s) other than English and has been identified as needing additional language support

Definitions:

The following words and terms, when used in this regulation shall have the following meaning unlessthe context clearly indicates otherwise:

"Bilingual Programs" Bilingual programs are programs that provide instruction using the student's native language and English across all subject areas or provide instruction in English across all subjectareas with support in the native language.

"English Learner (EL) Programs" English Learner Programs are programs providing instruction in Englishacross all subject areas. This program takes into account the student's level of English proficiency and builds on the language skills and academic subject knowledge the student has acquired in his or her native language. Students from various linguistic and cultural backgrounds can be in same the class.

Class instruction is adapted to the students' proficiency level and supplemented by gestures, visual aidsand individualized supports.

"English Learners (ELs)" English Learners are students with limited English proficiency (also referred toas (LEP) Limited English Proficient Students). ELs are individuals who, by reason of foreign birth or ancestry, speak a language other than English, and either comprehend, speak, read or write little or no English, or who have been identified as English Learners by a valid English language proficiency assessment approved by the Department of Education for use statewide.

***"English Language Development (ELD)* or *EL Pull-out* "**The goal is fluency in English

Students leave their mainstream classroom to spend part of the day receiving EL instruction, oftenfocused on grammar, vocabulary, and communication skills, not academic content

There is typically no support for students' native languages.

"EL Push-In" The goal of this approach is fluency in English; students are served in a mainstream classroom, receiving instruction in English with some native language support if needed; and the EL teacher or an instructional aide provides clarification, translation if needed, using EL strategies.

Process

The English Learner Program Process includes eight strategic components:

1. • Identification
2. • Program Entrance
3. • Parent Notification
4. • Service
5. • Annual Program Evaluation
6. • Program Exit
7. • Reclassification
8. • Language Assistance

Language Usage Survey

A Language Usage Survey or the questions contained in the survey will be administered as part of the registration process for all registering students and will elicit from the student's parent, guardian or relative caregiver the student's first acquired language and the language(s) spoken in the student's home or by the student.

During the enrollment process all families will answer a series of questions in a digital document titled the Language Usage Survey (LUS) questions as a first and primary effort to collect required native/primary language information about students. They will complete the Language Usage Survey in the form of a DocuSign document as a required part of the enrollment process. Parents calling to enroll their child(ren) will hear options for language assistance in 9 languages with an option to choose a different language. Any positive responses to the LUS questions answered during enrollment will be routed to the EL Coordinator who will follow the Identification Process (see previous page).

Those students with positive responses to any of the LUS questions will be referred to the EL Coordinator who will then talk with the family to determine if services were previously received, current language needs of student, review prior school records, including any previous EL evaluations, program plans, etc. that could help the school determine next steps needed in the assessment and placement of the student. If deemed appropriate based on positive responses to the LUS questions, steps will be taken to screen and then assess the student to determine eligibility status and develop an appropriate English Learning Plan.

If an eligible student is not identified during the EL identification process or if the parent did not accurately report the child's native or home language, all teachers and administers will receive training on how to complete the EL Referral Survey that is available online (**See Appendix C**). All parties asking these questions will be provided professional development on EL indicators and their obligation in routing positive responses to the appropriate ESL point of contact. The EL Coordinator will review each referral and investigate student and family need for language support services.

The LUS should be given once upon enrollment in a public school or when they move to a new state and enroll in school for the first time. If an LUS is completed and the original LUS is received from a previous school, the school should use the original LUS for all decisions regarding EL services.

> - **Appendix C – EL Referral Procedure Email Template**
> - **Appendix S - Professional Development for All Staff Educating and Supporting EL students**

<u>Language Usage Survey Questions</u>:

The Language Usage Survey (also referred to as a Home Language Survey) is a required compliance item on the online Parent Portal where parents register their children to attend OHVA. It must be completed before enrollment is approved.

Those questions are:

In what language(s) would your family prefer to communicate with the school? What language did your child learn first?

What language does your child use the most at home? What languages are used in your home?

In what country was your child born?

Has your child ever received formal education outside of the United States?
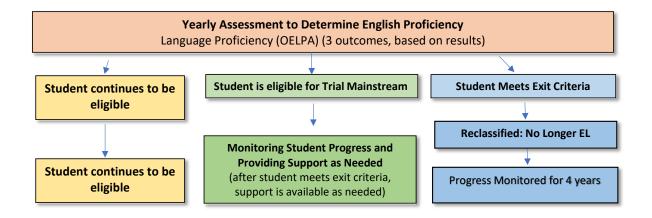
If yes, how many years/months?

If yes, what was the language of instruction? Has your child attended school in the United States?

If yes, when did your child first attend a school in the United States

If one or more responses to the questions above indicate a potential need for supports, the student will be assessed for services.

EL Program Identification, Support, and Exit Flow Chart
Ohio Virtual Academy

During the enrollment process at OHVA,
Language Usage Survey indicates a language other than English

Assessment determines eligibility for EL services
Proctor (teacher) administers the Ohio English Language Proficiency Screener (OELPS)

Parent Notification Regarding EL Qualification
Within 30 days of the start of the school year (or within two weeks of placement if not identified prior to beginning of school); sent by EL Teacher for newly identified and previously identified EL students.

Student Identified as Limited English Proficient

Student NOT Identified as Limited English Proficient

Student assigned to regular curriculum

Parent/Guardian accepts services

Parent/Guardian declines services

Provision of Appropriate EL Services:

Services based on student needs(Ex. small group instruction, tutoring, in-class support)

Student is still identified as EL and participates in annual OELPA assessment

Student is assigned to the regular curriculum General Education Teacher and EL Teacher work collaboratively.

Student Continues until Meets Exit Criteria

Student is still identified asEL and participates in annual OELPA assessment until meets exit score requirement

Exited Student Monitored for 4 Years

Monitoring will include ongoing language assessment scores, grades, and teacher observations

Withdraw Exited Student from EL Monitoring. Student performance indicates no further needfor EL support.

Place Exited Student backin EL Program
EL teacher and EL Coordinator meet with parent; parent may acceptor decline services.

Yearly Assessment to Determine English Proficiency
Language Proficiency (OELPA) (3 outcomes, based on results)

Student continues to be eligible	Student is eligible for Trial Mainstream	Student Meets Exit Criteria

Student continues to be eligible

Monitoring Student Progress and Providing Support as Needed
(after student meets exit criteria, support is available as needed)

Reclassified: No Longer EL

Progress Monitored for 4 years

EL Referral Procedures for General Education Teachers and Staff Ohio Virtual Academy

During the enrollment process at OHVA

Language Usage Survey indicates English as the only language

Teacher or Staff Member Observes Student May Need EL Services

Teacher or support member believes student may be having difficulty meeting expectations due to language proficiency levels.

Teacher or Staff Member Completes the Online EL Referral

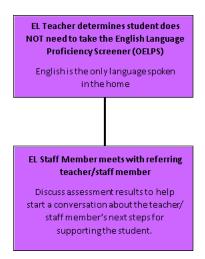The referral is in the form of a survey that is available on SharePoint. EL staff will educate school employees about the process and link during annual professional development and in communication from school administration.

EL Teacher Review

EL teachers review the survey information, contact the student's teachers, reviews academic and language history, and speaks to the student and parent.

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┌─────────────────────────────────────┐          ┌─────────────────────────────────────┐
│ EL Teacher determines student needs │          │   EL Teacher determines student does │
│ to take the Ohio English Language   │          │   NOT need to take the English Language│
│ Proficiency Screener (OELPS)        │          │   Proficiency Screener (OELPS)       │
│                                     │          │                                     │
│ The student is required to take the │          │   English is the only language spoken│
│ screener due to one or both of the  │          │           in the home               │
│ following situations:               │          └─────────────────────────────────────┘
│                                     │                          │
│   1. The student's first and or     │                          │
│      primary language is a          │          ┌─────────────────────────────────────┐
│      language other than English    │          │  EL Staff Member meets with referring│
│   2. A language other than English  │          │        teacher/staff member         │
│      is spoken in the home          │          │                                     │
│      by the student's               │          │  Discuss assessment results to help │
│      parents/caretakers.            │          │  start a conversation about the     │
└─────────────────────────────────────┘          │  teacher/staff member's next steps  │
                    │                             │  for supporting the student.        │
                    │                             └─────────────────────────────────────┘
┌─────────────────────────────────────┐
│ See "EL Program Identification,     │
│ Support, and Exit Flow Chart"       │
│                                     │
│ Refer to the "EL Program            │
│ Identification, Support, and Exit   │
│ Flow Chart" for the procedure       │
│ moving forward.                     │
└─────────────────────────────────────┘
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Program Entrance:

Based on a "yes" response to one of the LUS questions, if the student is a new enrollee in a public school and has not attended a public school within the United States previously, they should have the Ohio English Learners Proficiency Screener (OELPS) administered and the parents/guardians notified within 30 days of the student's first day of school.

For those students who have attended another public school within the United States, their LUS and EL records should immediately be requested from their last school of attendance. Once obtained and prior to the student's first [30] days at the school, equivalent services should be provided immediately. Additionally, the annual parent notification will be sent to the family.

The following steps should be adhered to:

1. Any student new enrollee in a public school and has not attended a public school within the United States previously for whom a language other than English is reported on the home language survey or on the registration form as the student's first acquired language or as a language used in the student's home or by the student shall be administered an English language proficiency screener. The screener shall be conducted as soon as practicable, but not later than twenty-five (25) school days after enrollment and shall be conducted by qualified personnel trained in the administration of the assessment instrument. Parents must be notified of results with ten (10) days of the administration of the English language proficiency assessment.

2. The English language proficiency assessment shall be based on the English Language Proficiency Standards for English Learners K to 12 and shall assess listening, speaking, reading and writing. The Ohio English Language Proficiency Screener shall be validated for

this purpose and is approved by the Department of Education for use statewide.

3. Any student who achieves a score on the English language proficiency assessment that is lower than the eligibility cut off score in listening, speaking, reading and writing established by the Department of Education shall be identified as an EL and shall be entitled to a program of instruction for EL students.

Additionally, the decision to identify a student as an EL should be based on multiple measures including:

1. Ohio English Language Proficiency Screener
2. Work Sampling • Grades • Homework and teacher/parent input

Documenting EL Services

When a student begins service, a start date for EL and/or bilingual service should be entered on the student's individual record. If the student begins receiving service, but after parent notification (see below) is withdrawn from services, the start date should be indicated as parent withdrawn and the date the school received written parent notification. A start date for ELs receiving EL and/or bilingual services must be documented annually. Third, a start date is entered indicating when the student began to receive EL or bilingual services. The start date should be the first day upon which the student received instruction in an EL or bilingual program. It is not permissible to simply enter the first day of school if the student did not receive EL or bilingual services the first day of school.

➢ **Appendix D – Caseload Documentation Form**

Parent Notification of Services

The Parent Notification Letter is used to notify parents of students that have been identified as EL and their student's placement in a language instruction program*. **The parent notification letter is sent each year to all EL parents/guardians***. The letter must be provided to the parent no later than 30 days from the student's first day of school.

The school will ensure that all communication to a parent or parents of a child identified for participation in a language instruction educational program for limited English

proficient children shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

- ➢ **Appendix S - Professional Development for All Staff Educating and Supporting EL students**

Parent Notification – EL Identification Letter

OHVA will notify parents of their child(ren)'s EL status using this letter provided by the Ohio Department of Education. This Parent Notification – EL Identification Letter is available in multiple languages.

- ➢ **Appendix A – Parent Notification Letter**

Services and Programs of Instruction for ELs

Programs of instruction for ELs shall include formal instruction in English language development; and instruction in academic subjects which is designed to provide ELs with access to the regular curriculum. In selecting a program(s), the school shall choose programs that are research based and that have been demonstrated to be effective in the education of ELs.

1. Programs shall be implemented consistent with the goal of prompt acquisition of full English proficiency. Programs shall include instruction in academic subjects which is equivalent in scope to the instruction that is provided to students who are not limited in English proficiency.

2. Instruction shall be delivered by individuals who meet Department of Education licensure and certification requirements and who are trained in the delivery of instruction to ELs.

3. The student's parent, guardian or Relative Caregiver has a right to refuse placement of their child (ren) in either the Bilingual or the EL program and also has the right to withdraw an identified student from either program. Parents, guardians or Relative Caregivers of eligible students who refuse placement of their student in either program or withdraw students from either program shall do so in writing.

- ➢ **Appendix E- OHVA EL Program Design**

➢ **Appendix S - Professional Development for All Staff Educating and Supporting EL students**

Adequate and Comparable Physical Facilities, Online Access, & Peer Integration

When OHVA provides any instruction or services in a physical location, it will ensure that the facilities and locations in which it delivers EL instruction and services are both adequate to program needs and comparable in size and quality to the facilities and locations in which all students are educated. In addition, the Academy will ensure that its online learning provides access for EL students that is comparable to that provided to non-EL students.

OHVA will ensure that it does not separate EL student from their non-EL peers in the online context and in any face-to-face provision of instruction or services, except to the extent such separation is necessary to the stated goals of the EL program.

OHVA will ensure that EL students have the same opportunity as their non-EL peers to participate in special programs and activities.

English Learning Plans

Just as schools approach educating students with special needs, instruction of EL students should be specifically geared towards individual students and addressing their individual needs. English Learner Plans are utilized to identify additional supports and state approved accommodations they need to achieve academic and language growth and success.

English Learner Plans (ELP) Components:

- The ELP is created by the student's English Learner teacher(s) in conjunction with the school's EL Coordinator;
- The ELP should be shared with the student to ensure the student understands to what they are entitled;
- All LEP students must have an ELP;
- Teachers and staff with educational contact must be given a copy of the ELP accommodations and strategies and are required to implement the ELP within their classroom on a daily basis;
- Parents must receive a copy of the ELP indicating supports and services the student will be receiving. This should be sent in the same mailing with the parent Notification of Services.

➢ **Appendix B – English Learner Plan**
➢ **Appendix S - Professional Development for All Staff Educating and**

Supporting EL students

Progress Monitoring

Additionally, students receiving EL support will be monitored within the four domains in the fall, winter and spring of the school year through progress monitoring using a standardized benchmark assessment or frequent formative assessments. Benchmark assessments assist teachers in monitoring EL student's progress towards state standards and allow them to adjust curriculum and interventions to target student learning and ensure student academic growth. This progress monitoring will be recorded and maintained in each student's personal EL file as well as shared with the student's respective families.

The Semester Progress Report documents semester progress monitoring on LEP student's progress. The following are recommended items from Office of Civil Rights to include on the monitoring form:

- The individual responsible for monitoring
- How often the student is monitored
- Items that will be monitored (test scores, grades, state/local assessments, teacher feedback, etc.)
- Method or criteria used to measure the student has been successful

- ➢ **Appendix G – Semester Progress Report**
- ➢ **Appendix S - Professional Development for All Staff Educating and Supporting EL students**
- ➢

Progress Monitoring Duty Descriptions

Progress Monitoring Duties of the EL Coordinator:
- Email EL teachers EL Attendance report weekly to monitor attendance.
- Email EL teachers Progress/Grade Trackers monthly.
- Weekly meetings with staff to determine needs of individual students, EL teachers, GE teachers and Advisors. Work to resolve these issues through methods including but not limited to teacher training, curriculum modification planning and parent meetings.
- Remind teachers to schedule benchmarks or curriculum-based assessments as applicable.

Progress Monitoring Duties of the EL Teacher:
- Create English Learner Plan containing initial assessment scores and any accommodations or modifications for each student.
- Hold ELP conferences with students' legal guardians, District

Representatives, at least one GEteacher, intervention specialist as needed and the student if desired.

- Check EL Attendance report weekly for students whose attendance is concerning. Contact thosestudents/families to offer support.
- Check Progress/Grade Trackers monthly and follow up on those whose progress is concerning.Contact the teachers of those students to get more information and reach out to the students/families to offer support.
- Support teacher and student needs in courses and in teaching targeted EL skills.
- Enter results of benchmark or curriculum-based assessments on Semester Progress Report.
- Send Progress Reports to the students' legal guardians and save them in the students'cumulative files.

Progress Monitoring Duties of the GE Teacher:
- Attend ELP conference and/or follow ELP requirements for accommodations and modifications
- Respond to student needs through strategies and intervention in courses
- Communicate with EL teachers about student progress and needs

Re-entry Criteria
When there is a question as to whether a student who has exited the EL program should be re-admitted,a Decision-Making Tool will be used by the EL team. This DMT will consider the following criteria:
- Most recent state test scores
- Most recent OHVA test scores (ex: MAP)
- EL screener scores (ex: LAS Links)
- Observational data from teachers and parents

State Assessment Accommodations

If a student receiving EL services needs accommodations to access their education at the same level as their same age and grade peers it must be noted on the ELP. Accommodations needed for state assessments must follow these guidelines:

- LEP students are eligible to receive accommodations on state assessments; however, in order to do so, the accommodation must be marked on the student's ELP.
- Only state-approved accommodations can be used with EL students on state assessments.
- Refer to the DOE website for an updated list of approved accommodations.

➢ **Appendix B - English Learner Plan**

English Language Proficiency Assessment

Every student identified as an EL will be administered an English language proficiency assessment annually. This assessment is called the OELPA and is administered in a window of February to March.

Any student who achieves a score on the annual English language proficiency assessment that is higher than the eligibility cut off score in listening, speaking, reading and writing established by the Department of Education shall be reviewed to determine if they should be transitioned to a fully English proficient student and placed in a regular classroom.

Appendix S - Professional Development for All Staff Educating and Supporting EL students Annual Program Evaluation

If the school is receiving **Title III funds** to provide services or programs for ELs, it shall prepare an annual evaluation of its program(s). This evaluation shall be part of the district's annual evaluation process under and in compliance with the Consolidated Application.

Ongoing assessment will determine continued EL identification and movement from level to level within the ESL program. ELs participate in statewide English language proficiency assessments, state assessments, and district achievement assessments as well as classroom assessments in English language development/ESL, reading, math, science and social studies.

➢ **Appendix I – EL Annual Program Evaluation**

Data and Information Required by the Department of Education

Ohio Virtual Academy shall enter such data and information concerning ELs as instructed by the Department of Education and as otherwise required annually. The EMIS coordinator uploads student information weekly up to once daily. Accommodations for state testing are uploaded when the TA manifest is up per ODE requirement.

➢ **Appendix S- Professional Development for All Staff Educating and Supporting EL students**

Exit Criteria and Reclassification

Ohio Virtual Academy will provide services to EL students until they are proficient enough in English to participate meaningfully in the regular education program. The school will determine whether or not a student requires EL service based on a variety of measures. If the combined evidence suggests that an EL no longer needs direct service and has achieved advance on the Annual Assessment, the student may be exited from direct EL service. Exit and Reclassification is based on the following criteria:

- Any student who achieves a score on the annual English language proficiency assessment that is higher than the eligibility cut off score in listening, speaking, reading and writing established by the Department of Education shall be identified to determine if they should be transitioned to a fully English proficient student and placed in a regular classroom.
- The student no longer needs English language development services or an ELP including but not limited to specific interventions based on the four domains (reading, writing, speaking and listening) based on multiple indicators including:
1. OELPS (Ohio English Language Proficiency Screener, grades K and 1-12
2. OELPA (Ohio English Language Proficiency Assessment)
3. Work Sampling • Grades • Homework and teacher/parent input
- The student now has full access to the mainstream curriculum with or without the use of universal tools (assistive technology) available to all students.
- The student will be *informally* monitored during their four years being reclassified to ensure they are keeping up with their mainstream peers through semester reviews of classroom, test and overall academic performance. This monitoring will be over a 4- year time-period and tracked through the state reporting system.

Annually, parents will be notified of the exit and reclassification criteria for EL students.

➢ **Appendix A - EL Identification Letter (includes exit criteria), including the link to access the letter in multiple languages**
➢ **Appendix J – EL Program Exit Letter**
➢ **Appendix D – Caseload Documentation Form**
➢ **Appendix K – EL Exited Student Information**
➢ **Appendix S - Professional Development for All Staff Educating and Supporting EL students**

Retention of EL Students

Retention of an LEP student should not be based solely upon their level of English language proficiency. Prior to considering retention of an LEP student, the following points will be addressed in an English Learning Plan (ELP) meeting comprised of the student's teacher(s), EL staff member(s), administrator(s), and the student's parents/guardians. Documentation and results of the ELP meeting must be kept in the student's cumulative folder.

- The ELP committee should consider the length of time a student has been enrolled in the school corporation in order to determine whether retention is an appropriate choice.

- The student's parent(s)/guardian(s) should be contacted when a student is not performing at grade level. All communication should be documented and in the parent(s)/guardian(s) native language. Documentation may include phone calls, progress reports, report cards, sample work, etc.

- Every LEP student is required to have an English Learning Plan (ELP) or localized form for documenting modifications and adaptations. Teachers are required to have copies of ELPs for any student that they have and all modifications and adaptations must be followed. It is important to ensure that the ELP has been fully implemented and documentation has been provided for any changes or updates made to the ELP. The ELP is a fluid document that should be re-visited and updated as new data becomes available but not less than once per school year.

- An LEP student should be receiving English language development services throughout the school day via a push-in, pull-out or an EL course specifically designed to support language development.

- There must be a collection of multiple data points showing that an LEP student is consistently failing to meet grade level expectations on screening and progress monitoring instruments. Retention decisions for LEP students should not be based on one specific piece of data.

➢ **Appendix L - FAQ**

Student EL Files

Ohio Virtual Academy maintains electronic cumulative files on each student. The following information needs to be included in the EL subfolder of the cumulative file or saved in OHVA's electronic notes system for each student (such as TotalView).

- Language Usage Survey (retained for all students)
- Placement and Annual Assessment results
- Copy of the most recent ELP
- Progress monitoring assessment or documentation (monthly)
- Opt-out letter completed by parent, if applicable
- Copy of all parent letters or communication that are timed stamped with the date of mailing

Appendix S - Professional Development for All Staff Educating and Supporting EL students

Language Assistance Plan

The Language Assistance Plan at Ohio Virtual Academy includes policies, procedural guidance, and supporting documents to ensure appropriate and timely language assistance to national origin minority, Limited English Proficient parents/guardians (LEP parents) that ensures they are notified, in a language they understand, of school activities, including activities related to and associated with their role as learning coaches, and other information and matters that are called to the attention of other parents. LEP parents may or may not have children who qualify for EL services; LEP parents must receive language assistance in a language they understand regardless of the EL eligibility of their child(ren) enrolled in Ohio Virtual Academy. **The Language Assistance Plan includes:**

Notification of Language Assistance Services

Ohio Virtual Academy must notify LEP parents and all Academy staff of the availability of free language assistance services with respect to information about Academy programs and activities (e.g., on- line/digital and "in person" or telephone-based orientation sessions, parent-teacher conferences, meetings with OHVA staff, special education or other meetings about disability, learning coach activities, etc.). The notification(s) will include information about how to access the services and will identify an OHVA contact person (EL Lead Teacher) who can assist LEP parents in accessing interpreter services or translated documents.

The notification of Language Assistance Services is published in/on:

- the Academy's website;
- the student and parent handbooks;
- all Academy-wide or school-based newsletters or other general communications;
- general contact information in advertisements or other contacts relating to enrollment/admissions.

➢ **Appendix M – Notification of Language Assistance Services**
➢ **Appendix S - Professional Development for All Staff Educating and Supporting EL Students**

Identification of LEP Parents

Ohio Virtual Academy must identify LEP parents who may need language assistance through, at a minimum, Language Usage Surveys that ask parents, in a language they understand (in writing and/or verbally, as appropriate), if they need written translations or oral interpretation of communications and, if so, to specify the language(s) needed; through interaction between parents and staff; and taking into account that English Learner (EL) students, whom the Academy has an obligation to identify, may also have LEP parents.

A parent does not have to be of limited English proficiency in speaking, reading, writing, and comprehending English in order to be considered LEP; rather, a parent need be limited in only one of accept the parent's assertion that he or she needs language assistance without requiring corroboration.

Appendix S - Professional Development for All Staff Educating and Supporting EL Students

LEP Parent Identification and Language Support

Ohio Virtual Academy

Enrollment at OHVA

Language Usage Survey indicates language other than English

Determine Need for LEP Parent Language Assistance Services

EL Teacher asks what if any language assistance parent needs; parent feedback determines type and scope of language assistance services

Parent Identified as Limited English Proficient

Parent NOT Identified as Limited English Proficient

EL Staff Sends Email to Teachers/Staff

Send email to teachers/staff that Includes type and scope of language assistance services

Include Parent Language Information in ELP

Parent does not receive language support services, but teachers are aware that parent is a nonnative English speaker

Provision of Appropriate LEP Parent Language Assistance Services

All OHVA staff receives annual notification and training about interpreter/translation procedures and best practices for supporting LEP parents

LEP Parent Language Services Tracker

Ohio Virtual Academy maintains the LEP Parent Caseload and Services Log as the centralized and current list of LEP parents identified as needing language assistance services, as well as the type of language assistance services they need and a log of the language assistance services provided to them that includes date of service, type of service (e.g., translation or interpreter services for special education, disciplinary proceedings), and service provider (including name, position, and qualifications).

The EL Coordinator will maintain this list in the internal document storage system for this purpose, and will ensure that all relevant staff are aware of the location and purpose of the list. "Staff," for the purposes of this Agreement, will include all relevant administrators, teachers, counselors, and support staff.

In addition, the EL Coordinator will email staff members who are likely to interact with an identified LEP parent to advise them of the parent's potential need for language assistance, the circumstances under which they may need assistance (e.g., setting up hardware and software, explaining the Academy's process, first and later contacts with teachers and other staff, parent-teacher conferences, contacts and documents related to learning coach activities, disciplinary actions, disciplinary hearings, contacts and documents related to Individualized Education Programs (IEP) developed under the Individuals with Disabilities Education Act of 2004 (IDEA) or plans developed under Section 504 of the Rehabilitation Act of 1973 (Section 504),hearings or documents relating to dis-enrollment), the type of language assistance they might need (e.g., translation services or interpreter services), and the means by which they may

timely obtain such assistance for the parent. OHVA staff must be educated on how to obtain, in a timely manner, appropriate, qualified translators or interpreters as needed.

- ➢ **Appendix N – LEP Parent Caseload and Services Log**
- ➢ **Appendix O– LEP Parent Language Assistance for Staff – Email Template**
- ➢ **Appendix S - Professional Development for All Staff Educating and Supporting EL Students**

Language Interpreters and Translators

Interpreters must be made aware of any specialized processes, terms, or concepts pertinent to OHVA's program and be able to explain or interpret/translate the terms in the native language of the parents for whom they are providing services, including but not limited to, how to set up and deal with the Academy's on-line provision of its program, interpreters at IEP meetings and Section 504 meetings and special education or disability-related terminology and concepts.

Translators must be made aware of the expected reading level of the audience and, where appropriate, have fundamental knowledge about the target language group's vocabulary

and phraseology. Staff who request a translation, usually the EL Lead Coordinator, will include relevant information on **the Interpreter Request form**. The process should require, as deemed appropriate and necessary, consultation with relevant community organizations to help determine whether a document is written at an appropriate level for the intended audience.

- ➢ **Appendix P – Interpreter Request form**
- ➢ **Appendix S - Professional Development for All Staff Educating and Supporting EL Students**

Annual Staff Notification of Interpreter/Translation Information

The EL Coordinator will provide OHVA staff with the Annual Staff Notification of Interpreter Information prior to the first day for students. This document includes information about the following:

1. Notice of Language Assistance Services for Parents
2. Accessing an interpreter
3. Requesting document translation
4. Utilizing free online translation
5. Tracking Language Assistance Services
6. Using family members/friends of LEP parents as interpreters/translators

- ➢ **Appendix Q - Annual Staff Notification of Interpreter/Translation Information – Email Template**
- ➢ **Appendix S - Professional Development for All Staff Educating and Supporting EL Students**

Translation of Vital Documents

The EL Coordinator will collaborate with the Family Support Coordinator and other administrative staff as necessary to identify vital written documents that need to be translated into the language of each frequently-encountered LEP parent group eligible to be served and/or likely to be affected by the Academy's program or activities, as well as other languages as necessary.

OHVA will follow the **LEP Parent Language Assistance Process** for determining language assistance need and will utilize the information in the **Annual Staff Notification of Interpreter/Translation Information (Appendix V)** to request the translation and/or

interpretation of documents and communications that are specifically tailored to the online format of OHVA. These including, but are not limited to:

1. E-mail;
2. Class Connect Session,
3. 3. Online threaded academic discussions and other discussions involving the participation of learning coaches;
4. 4. web conferencing and chat room communications.

In determining which written documents are vital, the Academy will consider the importance of the program, information, encounter, or service involved and the consequence to the LEP parent and his/her children if the information in question is not provided accurately or in a timely manner.

At a minimum, the following vital written documents will be translated into the language of each frequently-encountered LEP parent group:

1. notices relating to matters of Academy procedures, such as how to access its on-line program and how to set up hardware, software, and an internet service provider to access the Academy's program;
2. notice of procedural safeguards in the context of providing children with disabilities with a free appropriate public education (FAPE) under Section 504 and IDEA;
3. documentation related to eligibility and placement decisions under Section 504 and IDEA;
4. disciplinary notices and procedures;
5. registration/enrollment forms, emergency notification forms, and other forms most commonly used by the district to communicate with parents;
6. report cards and student progress reports;
7. notices of parent-teacher conferences or meetings;
8. parent handbooks and fact sheets, if utilized by the Academy;
9. documentation regarding the availability of academic options and planning, including any gifted and talented programs, alternative language programs, tutoring, and counseling and guidance services;
10. screening procedures that request information from parents about the child's language background and the parents' preferred language for communication with the school.

Evaluation of the Language Assistance Plan

The EL Coordinator will meet with the Language Assistance Plan Evaluation Team to conduct the annual evaluation of the effectiveness of OHVA's Language Assistance Plan. The evaluation must be completed annually by July 1st.

The annual evaluation must include the following components:

- identification of the current LEP parent groups encountered by the Academy
- the frequency of encounters with LEP parents
- the nature and importance of activities involving LEP parents
- the availability of resources, including technological advances and sources of additional resources, and the costs imposed
- whether existing assistance is meeting the needs of LEP parents
- whether staff knows and understands the language assistance plan and how to implement it;
- whether identified sources for language assistance are timely available and viable
- a determination whether new documents, programs, services, and activities need to be made accessible for LEP parents and whether the Academy needs to provide notice of any changes in services to LEP parents and to Academy staff.

Appendix R – Annual Evaluation – Language Assistance Plan

Appendix A – Parent Notification

Translate this message: https://translate.google.com

Dear Parents/Guardians:

Our district is required to assess the English language proficiency of all students whose home or native language is other than English. Your child's English communication skills have been assessed because your child's home or native language is not English. We have

used the Ohio English Language Proficiency Screener (OELPS) as required by the Ohio Department of Education.

In the attached Notification of Services document, you will see your student's results in the following domains: Listening, Speaking, Reading, and Writing. Your student will be offered services that will address their individual needs indicated in the results, and these services will be outlined in the attached document as well.

Please read and sign the attached form, indicating whether or not you accept the services offered, by **DATE**. You can sign it by printing the document, putting an X in the box regarding acceptance or refusal of services, and sign/date the document. Then, you can either scan or take a picture of the signed document and email it to me. Please contact me with any questions or concerns.

Additionally, please read the attached English Learner Plan (ELP) for |student.firstname|. The ELP focuses on your child's most recent OELPA/OELPS scores, goals of focus for English Learner (EL) classes, and classroom accommodations and modifications for assignments and assessments. In the coming days, I will contact you to set up a meeting in which we can discuss the ELP.

You have the right to ask questions and receive an explanation about the EL program and services included in this letter and the right to this information in a language you understand. The link to Google Translate is at the bottom of this message.

Sincerely,

[Insert Teacher Name and Signature]

The Ohio English Language Proficiency Standards can be found at:

http://education.ohio.gov/Topics/Student-Supports/English-Learners/Teaching-English-Learners/Ohio-English-Language- Proficiency-ELP-Standards
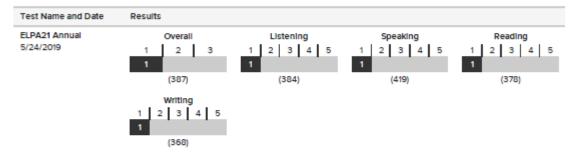
Appendix B: English Learner Plan

OHVA
OHIO VIRTUAL ACADEMY

English Learner Plan
School Year

Student Information

Student	Alan Training	Grade Level	12	School	Training School
Student ID	training196	Home Language	English	Date of Birth	7/5/2002

English Language Proficiency Tests

Each LEP student takes an English Proficiency test when they enroll and each spring. Each student receives a proficiency level in each domain (listening, speaking, reading, and writing) based on their raw scores. Once the student achieves specific levels in all four domains, and meets additional district and state exit criteria, they will no longer be considered an LEP student and will not receive LEP services.

Test Name and Date	Results

ELPA21 Annual
5/24/2019

Overall: 1 | 2 | 3 — **1** (387)

Listening: 1 | 2 | 3 | 4 | 5 — **1** (384)

Speaking: 1 | 2 | 3 | 4 | 5 — **1** (419)

Reading: 1 | 2 | 3 | 4 | 5 — **1** (378)

Writing: 1 | 2 | 3 | 4 | 5 — **1** (368)

Proficiency Level Descriptors

The ELPA21 Annual test results are ranked into the following categories:

Listening, Speaking, Reading, Writing

1	2	3	4	5
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced

Overall

1	2	3
Emerging	Progressing	Proficient

Descriptors

At this LEP student's level of English proficiency, you can expect that they will be able to:

Domain	Current Descriptors	Successive Descriptors
Listening	**1: Beginning** Students at this level: • When listening, the student at Level 1 is working on: determining the meaning of frequently occurring words, simple phrases, and formulaic expressions in simple oral communications and presentations; listening	**2: Early Intermediate** Students at this level: • When listening, the student at Level 2 is working on: determining the meaning of frequently occurring words, phrases, and expressions in oral presentations; analyzing and critiquing oral arguments of others on familiar topics; identifying the main topic and

	to short conversations on familiar topics and responding to simple yes/no questions and some wh- questions.	retelling a key detail or supporting reason from oral communications; participating in short conversations.
Reading	**1: Beginning** Students at this level: • When reading grade-appropriate text, the student at Level 1 is working on: recognizing the meaning of frequently occurring words, simple phrases, and formulaic expressions in literary and informational text; identifying the point an author makes; responding to yes/no and some wh- questions to demonstrate understanding of text; gathering information from provided sources and labeling collected information.	**2: Early Intermediate** Students at this level: • When reading grade-appropriate text, the student at Level 2 is working on: identifying the meanings of key vocabulary, frequently occurring words, phrases, and expressions in literary and informational text; recognizing the main idea/argument of a text and retelling a few key details; gathering information from provided sources and summarizing data and information.
Speaking	**1: Beginning** Students at this level: • When speaking, the student at Level 1 is working on: communicating basic information about an event or topic using a narrow range of vocabulary and simple sentences; participating in short conversations; presenting information, and responding to simple questions and some wh-questions; expressing an opinion about a familiar topic.	**2: Early Intermediate** Students at this level: • When speaking, the student at Level 2 is working on: producing simple and compound sentences to present information and ideas; participating in short conversations about familiar topics and texts; recounting a short sequence of events; constructing a spoken claim supported by opinions, reasoning or evidence; introducing a topic, providing one or two facts about the topic, and a concluding statement.
Writing	**1: Beginning** Students at this level: • When writing, the student at Level 1 is working on: communicating basic information about a topic using a narrow range of vocabulary and simple sentences; using basic language structures to communicate context-specific messages; participating in short written exchanges on familiar topics and texts.	**2: Early Intermediate** Students at this level: • When writing, the student at Level 2 is working on: writing clear and coherent simple and compound sentences using common linking words; constructing written claims with some organization, supported by a reason or evidence and a concluding statement; recounting a short sequence of events in order; providing one or two facts about a topic; writing one relevant question about a prompt.

LEP Services

No LEP Services available

Goals

Academic Period	Domain	Goal	Progress
2022/2023 - Year	Speaking, Writing	ELPA21.3.3 - Student moving to Level 3 Speak and write about grade-appropriate complex literary and informational texts and topics, deliver short oral presentations, compose written narratives, compose informational texts about familiar texts, topics, experiences, or events.	Met

Modifications

No Modifications available

Accommodations

No Accommodations available

Notes

No Notes available

Teacher Signature: _____ Date: _____ Phone Number: _____

Parent/Guardian Signature: _____ Date: _____ Phone Number: _____

Appendix C - EL Referral Procedure Email Template

OHVA Teachers

- [EL Referral Survey](#)

All families are required to complete a Home Language Survey when they enroll at OHVA. However, even if a student's survey answers indicate English as the only language, it is possible that the student was missed during the EL identification process or that the parent did not accurately report the child's native or home language.

Please complete the EL Referral Survey online ([EL Referral Survey](#)) if you have observed a student struggling with coursework and suspect the student's struggles are related to that student's English proficiency level. The EL Coordinator will review your referral and investigate the student's academic and language background. The EL Coordinator will contact you for more information as needed and to discuss the results of the review.

Survey questions:

1. Date of referral
2. Referring teacher's name
3. Student Name
4. Student ID
5. Do you suspect the student may need EL services?
6. If yes, please include specific reasons or observations for why you this student may qualify for EL services.
7. Do you suspect that the LC/LG may require interpreter/translation services?
8. If yes, please include specific reasons and specify who would need the services (ex: both parents, only mother, LC is comfortable in English but LG needs an interpreter).

Thank you,

EL Coordinator

Appendix D – Caseload Documentation Form

Form indicates student status in the program, including active, monitored, exited, trial mainstream, refused services, misidentified and withdrawn students.

Teacher	Status	Class	OHVAID	SSID	Last Name	First Name	Grade	Sex	IEP/ 504	ELP Done	NOS Done	PLAN?	OELPA/Screener	Year	S	L	W	R	Native Language	Notes	Advisor? (Lesley)	EMIS? (Lesley)

Appendix E – EL Program Design

OHVA will ensure programs of instruction for ELs will include formal instruction in English language development through a clearly defined EL program and instruction in inclusion, core content academic subjects to provide ELs with access to the regular curriculum. EL classes will be developed and provided as part of the student's schedule for identified as acquisition Levels 1-4. For those students identified as Level 5, EL class time will be based on the student's individual language needs. Students will be placed in small EL classes,

based on grade, age and language acquisition need, as determined by the ELPA 21 assessments, plus classroom performance and progress monitoring data. OHVA will take proper precaution, in creating EL class schedules to ensure that EL classes do not interfere with each student's Core Class Connect "live" class sessions. All EL students will attend math, science, social studies and other general education classes.

EL pull-out instruction will be delivered by highly qualified TESOL teachers who meet the Ohio of Department of Education licensure and certification requirements. EL push-in support may be delivered by 1) highly qualified TESOL teachers who meet the Ohio of Department of Education licensure and certification requirements or 2) Instructional Support teachers - highly qualified teacher whose functions include providing individualized support in the content areas.

OHVA Staff	Qualifications	Primary responsibilities
EL Coordinator	• Current State of Ohio teaching license in TESOL Master's degree in TESOL, Language Education or related field (preferred)	• Monitor and ensure compliance with state and federal requirements for serving EL students and their families • Coordinate Professional Development for staff Support EL Team
EL Teacher	• Current State of Ohio teaching license in TESOL (preferred) or endorsement OR able to secure credentials within 1 school year of accepting the position	• Meet with EL students in 1-1 and small group settings to teach targeted EL language acquisition integrated with course content material • Support General Education teachers in modifying course content • Teach grade 9-12 TESOL course(es) for ENG or FRL credit
General Education teacher	• Current State of Ohio teaching license for GE subject(s)/ages taught;	• Present grade level content area information in a format modified/with accommodations to meet the language and academic needs of EL students in general education courses

Features of the EL Program:		
Grade Band	**Class Descriptions**	**Resources include but are not limited to:**
K	Beginning and Intermediate classes 30 minutes 4 days a week	• K12 ELA curriculum • BrainPOP ELL • Scholastic magazines • edHelper • ELLii
1-2	3 language levels (beginning, intermediate, advanced) per grade, 30 minutes 4 days a week	

3-5	3 levels of class per grade: • LEP levels 1-2 30 min, 4 days a week • LEP levels 3-4 30 minutes 3 days a week • LEP level 5—30 minutes once a week	• IXL • National Geographic EL curriculum • NewsELA • *Easy English News* newspaper
6-12	• Individual lessons for students needing it • Intensive classes (LEP levels 1 and 2): 30 min plus Open Office, 1hour, 4 days a week • LEP levels 3-5: 45 min, 3 days a week, plus several hours of Open Office weekly	

Students who are on an IEP or 504 plan must receive EL services. The EL Teacher and Intervention Specialist will collaborate to determine themost appropriate way to serve the student's language acquisition needs in conjunction with the student's other educational needs and goals included in the IEP or 504 plan. The ELP will reflect this collaboration in the stated plan for content, strategies, type(s) of instruction, and number/duration of weekly EL support sessions.

Appendix F - EL Opt-Out Student Information

Refused Services. Must still take OELPA and be monitored.																					
Teacher	Status	Class	OHVAID	SSID	Last Name	First Name	Grade	Sex	IEP/504	ELP Done	NOS Done	PLAN?	OELPA/Screener	Year	S	L	W	R	Native Language	Notes	Advisor? (Lesley)	EMIS? (Lesley)

Appendix G: Semester Progress Report

English Learner Progress Report

HVA — OHIO VIRTUAL ACADEMY

: Semester

Student Information

Student	Alan Training	Student ID	training196	Grade Level	12
Date of Birth	7/5/2002	Home Language	English		

English Language Proficiency Tests

Each LEP student takes an English Proficiency test when they enroll and each spring. Each student receives a proficiency level in each domain (listening, speaking, reading, and writing) based on their raw scores. Once the student achieves specific levels in all four domains, and meets additional district and state exit criteria, they will no longer be considered an LEP student and will not receive LEP services.

Test Name and Date	Results

ELPA21 Annual 5/24/2019

Overall — 1 | 2 | 3 — Level **1** (387)	Listening — 1 | 2 | 3 | 4 | 5 — Level **1** (384)	Speaking — 1 | 2 | 3 | 4 | 5 — Level **1** (419)
Reading — 1 | 2 | 3 | 4 | 5 — Level **1** (378)	Writing — 1 | 2 | 3 | 4 | 5 — Level **1** (368)	

ELPA21 Annual 6/15/2018

Overall — 1 | 2 | 3 — Level **1** (485)	Listening — 1 | 2 | 3 | 4 | 5 — Level **2** (470)	Speaking — 1 | 2 | 3 | 4 | 5 — Level **2** (525)
Reading — 1 | 2 | 3 | 4 | 5 — Level **1** (475)	Writing — 1 | 2 | 3 | 4 | 5 — Level **1** (471)	

Descriptors

At this LEP student's level of English proficiency, you can expect that they will be able to:

Domain	Current Descriptors	Successive Descriptors
Listening	**1: Beginning** Students at this level: • When listening, the student at Level 1 is working on: determining the meaning of frequently occurring words, simple phrases, and formulaic expressions in simple oral communications and presentations; listening to short conversations on familiar topics and responding to simple yes/no questions and some wh- questions.	**2: Early Intermediate** Students at this level: • When listening, the student at Level 2 is working on: determining the meaning of frequently occurring words, phrases, and expressions in oral presentations; analyzing and critiquing oral arguments of others on familiar topics; identifying the main topic and

retelling a key detail or supporting reason from oral communications; participating in short conversations.

Reading	**1: Beginning** Students at this level: • When reading grade-appropriate text, the student at Level 1 is working on: recognizing the meaning of frequently occurring words, simple phrases, and formulaic expressions in literary and informational text; identifying the point an author makes; responding to yes/no and some wh- questions to demonstrate understanding of text; gathering information from provided sources and labeling collected information.	**2: Early Intermediate** Students at this level: • When reading grade-appropriate text, the student at Level 2 is working on: identifying the meanings of key vocabulary, frequently occurring words, phrases, and expressions in literary and informational text; recognizing the main idea/argument of a text and retelling a few key details; gathering information from provided sources and summarizing data and information.
Speaking	**1: Beginning** Students at this level: • When speaking, the student at Level 1 is working on: communicating basic information about an event or topic using a narrow range of vocabulary and simple sentences; participating in short conversations; presenting information, and responding to simple questions and some wh-questions; expressing an opinion about a familiar topic.	**2: Early Intermediate** Students at this level: • When speaking, the student at Level 2 is working on: producing simple and compound sentences to present information and ideas; participating in short conversations about familiar topics and texts; recounting a short sequence of events; constructing a spoken claim supported by opinions, reasoning or evidence; introducing a topic, providing one or two facts about the topic, and a concluding statement.
Writing	**1: Beginning** Students at this level: • When writing, the student at Level 1 is working on: communicating basic information about a topic using a narrow range of vocabulary and simple sentences; using basic language structures to communicate context-specific messages; participating in short written exchanges on familiar topics and texts.	**2: Early Intermediate** Students at this level: • When writing, the student at Level 2 is working on: writing clear and coherent simple and compound sentences using common linking words; constructing written claims with some organization, supported by a reason or evidence and a concluding statement; recounting a short sequence of events in order; providing one or two facts about a topic; writing one relevant question about a prompt.

LEP Services

No LEP Services available

Goals

Academic Period	Domain	Goal	Progress
2022/2023 - Year	Speaking, Writing	**ELPA21.3.3 - Student moving to Level 3** Speak and write about grade-appropriate complex literary and informational texts and topics, deliver short oral presentations, compose written narratives, compose informational texts about familiar texts, topics, experiences, or events.	Met

Modifications

No Modifications available

Notes

No Notes available

Teacher Signature: _____ Date: _____ Phone Number: _____

Progress Monitoring Tool (each grade band has one)

Former ELL Monitoring Form (K-5)

Exited Student Monitoring • 3/24/2023
Test ID #:
Student: , ;

Teacher Name		Due Date	
Teacher Subject		Submitted Date	

This student is a former English Language Learner (ELLs) who has exited the ELL program. All former ELLs are required to be "monitored" for two years after they exit the program. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Student Information

First Name		Last Name		Student #	
Grade Level		School		Exited Monitoring Status	

Monitoring Questions

1. Academic Performance	Never	Seldom	Sometimes	Often	Always
Completes Homework					
Participates in Class					
Self Advocates for Support					
Participates in Group Work					

2. English Language Development Skills	Never	Seldom	Sometimes	Often	Always
Struggles with Oral Expression					
Struggles with Written Expression					
Struggles with Listening Comprehension					
Struggles with Reading Comprehension					

Recommendation

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I believe that this student is (check option below):

Select one	
	Progressing - student is progressing as expected
	Not Progressing - student needs additional support

Signatures

Subject _____ Date: _____

English Learner Annual Program Overview Due July 1,_____

Ohio Virtual Academy will calculate its performance in the following three areas:

- The number and percentage of students making progress in learning English;
- The number and percentage of students who become fluent (competent) in English; and
- The number and percentage of students passing state assessment in English/language arts, mathematics, and rates of test participation.

School

Benchmark Assessment

Used: Program(s)

Implemented:

	Number total English Learner students	Number of English Learner that met task	Percent Making Growth
Growth on Annual State Assessment			
Fluent in English			
Pass State Assessment			
Test Participation			

Program Area(s) of Strength:

Program Area(s) of Growth:

Goal(s) and implementation plan for Improvement for the __academic year (add additional pages as necessary):

Program Review Team

The EL Program Review Team will meet annually to review this document. The EL Coordinator will complete this document and notify team members of the meeting date and time. The EL Coordinator will review the information on the document with the team and will lead a discussion to determine the most effective manner for making prompt and appropriate changes.

<u>Team Members</u>

EL Coordinator

EL Teachers/Staff

Head of School (or Head of School Designee)

Family Services Coordinator

High School principal (1)

Elementary/Middle School (K-8) principal (1)

General Education teachers (2)

Appendix J – EL Program Exit Letter

This letter will be accompanied by an OELPA score report from the Ohio Department of Education.

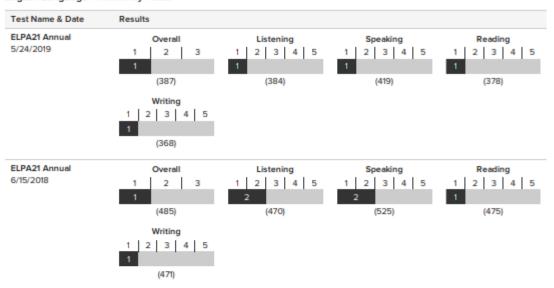# Notification of English Language Program Exit

Student Information

Student	Alan Training	Grade Level	12	School	Training School
LEP Status:	LEP	Student ID#	training196		

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ELPA21 Annual, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child has demonstrated English language proficiency and is not eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

English Language Proficiency Tests

Test Name & Date	Results

ELPA21 Annual
5/24/2019

Overall: 1 (387)
Listening: 1 (384)
Speaking: 1 (419)
Reading: 1 (378)
Writing: 1 (368)

ELPA21 Annual
6/15/2018

Overall: 1 (485)
Listening: 2 (470)
Speaking: 2 (525)
Reading: 1 (475)
Writing: 1 (471)

Proficiency Level Descriptors

The ELPA21 Annual test results are ranked into the following categories

Listening, Speaking, Reading, Writing

1	2	3	4	5
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced

Overall

1	2	3
Emerging	Progressing	Proficient

Additional factors used to determine your child's program exit

Students who exit the program are monitored for academic success for 4 years.

Parent/Guardian Signature: _____ Date: _____ Phone Number: _____

Teacher Signature: _____ Date: _____ Phone Number: _____

Appendix K – EL Exited and Monitored Student Information

Teacher	Status	Class	OHVAID	SSID	Last Name	First Name	Grade	Sex	IEP/ 504	ELP Done	NOS Done	PLAN?	OELPA/Screener	Year	S	L	W	R	Native Language	Notes	Advisor? (Lesley)	EMIS? (Lesley)
	Monitored																					N/A
	Monitored																					N/A
	Monitored																					N/A
	Monitored																					N/A
	Monitored																					N/A
	Monitored																					N/A
	Monitored																					N/A
	Monitored																					N/A

Appendix L – Retention FAQ Sheet

Retention Guidelines for English Learner Students

The landmark court case Lau v. Nichols upheld Title VI policy stating: "There is not 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." School corporations are required to take affirmative steps to rectify the language deficiency in order to open up their programs to LEP students (*OCR, "Identification of Discrimination and Denial of Services on the Basis of National Origin", July 1970*). Therefore, retention of an EL student should not be based solely upon their level of English language proficiency.

Prior to considering retention of an EL student, the following points should be addressed in an English Learning Plan (ELP) meeting comprised of the student's teacher(s), EL staff member(s), administrator(s), and the student's parents/guardians. Documentation and results of the ELP meeting must be kept in the student's cumulative folder.

1. **Has the student's level of English language proficiency been assessed?**
   Newly-enrolled students must be assessed for identification as EL using a state approved placement assessment within thirty (30) days of enrollment at the beginning of the school year or within two (2) weeks during the school year. All EL students must participate in the annual state English proficiency assessment.

2. **How long has the student been enrolled in the school corporation?**
   The ELP committee should consider the length of time a student has been enrolled in the school corporation in order to determine whether retention is an appropriate choice.

3. **Has the student's parent(s/guardian(s been contacted if the student is not performing at grade level?**
   The student's parent(s)/guardian(s) should be contacted when a student is not performing at grade level. All communication should be documented and in the parent(s)/guardian(s) native language. Documentation may include phone calls, progress reports, report cards, sample work, etc.

4. **Has the English Learning Plan (ELP or another source to document classroom modifications and adaptations been implemented?**
   Every EL student is required to have an English Learning Plan (ELP) or localized form for documenting modifications and adaptations. Teachers are required to have copies of ILP's for any student that they have and all modifications and adaptations must be followed. It is important to ensure that the ELP has been fully implemented and documentation has been provided for any changes or updates made to the ILP. The ELP is a fluid document that should be re-visited and updated as new data becomes available but not less than once per school year.

5. **How much individual English language development instruction is the student**

receiving throughout the school day?
An LEP student should be receiving English language development throughout the school day via a push-in, pull-out or an ESL course specifically designed to support language development.

6. **Is there sufficient screening and progress monitoring data to show that the student is below grade level?**
There must be a collection of multiple data points showing that an EL student is consistently failing to meet grade level expectations on screening and progress monitoring instruments. Retention decisions for EL students should not be based on one specific piece of data.

*If the above points have not occurred in a sufficient manner and have not been documented, retention is not appropriate. The decision to retain a student should be based on several pieces of criterion to determine if retention is appropriate.

Appendix M - Notification of Language Assistance Services

All parents and guardians of OHVA students may request free language translation services at any time. Parents and guardians may request information about Academy programs and activities in a language they can understand.

Please contact Lesley Demagall, EL Coordinator at 419-482-0948 x2137 or ldemagall@k12.com

Appendix N - LEP Parent Caseload and Services Log

Student Name	OHVA ID	Grade	LC NAME	phone #	Language Need	Date provided	Serivce Provider	Type	Cost

Appendix O - LEP Parent Language Assistance for Staff – Email Template

You are receiving this email because one of your students has a parent/guardian who has requested language assistance.

Step 1: Review the information in the chart below.

Step 2: Review the document **"Annual Staff Notification of Interpreter/Translator Information"** to learn:

1. how staff can access an interpreter, request translated documents, and use free translation tools (when/how)
2. where and how to log when language assistance services are provided to parents

Step 3: Contact the student's EL teacher if you have questions.

Step 4: Communicate with the parent/guardian that you are aware of his/her language needs.

Thank you for supporting our OHVA families!

Hello teachers and staff:

You are receiving this message to make you aware that the Legal Guardian of your student noted below is in need of language assistance. It is possible that other family members listed in TV may need language assistance as well, and you can check by pulling the student up in TV and looking in the family tab.

Student First Name:

Student Last Name:

Student ID:

Legal Guardian First Name:

Legal Guardian Last Name:

Relationship to student:

Language:

The LG will need to have an oral interpreter (see above for language) when speaking with teachers/staff. Please use the interpreter service (directions on the next page) rather than asking the student or another adult to act as interpreter.

This family may need language assistance with educationally pertinent information including, but not limited to explaining/setting up technology, explaining OHVA processes and procedures (attendance, withdrawing, re-enrolling, etc.) and discussing student concerns/needs (grades, IEP/504, disciplinary actions, etc.).

You may use Google Translate for everyday email correspondence. If you include the Google Translate link in your email signature when you are sending the same message to everyone at once, that will be sufficient. However, when you are writing this Learning Coach in particular, please include English and the native language text in your email.

Important Note: When you send documents such as grade cards, progress reports, attendance warnings, etc., you need to include a written statement in English and in the native language explaining that the LC may request a meeting with the teacher and an interpreter to discuss the content and to ask questions.

Please do not rely on family members or friends to act as interpreters. In general, the use of family members and friends for the provision of language assistance is not acceptable. The use of such individuals may raise issues of confidentiality, privacy, or conflict of interest and that, in many circumstances, such persons are not competent to provide quality, accurate interpretations.

If you have any questions or concerns, please reach out to your student's EL Teacher listed in TotalView School.

How to Access a Telephonic Interpreter

ACCESSING TELEPHONIC INTERPRETERS

Complete the following steps to access a language interpreter through Access 2 Interpreters:

1. Use the conference hold feature if the patient is on the phone or proceed to step 2 if the patient is with you in person.
2. Dial: 1.888.869.7405
3. Please enter your Access Code: 80041796
4. Select desired language⬚ – At the prompt, press one of the following:

    1 – Spanish

    6 – All Other Languages or Customer Service Associate (CSA)

5. Provide the Language in which you are requesting.
6. Supply other information required for your reporting:
    Teacher/Staff Member Student Name Student ID

    Call Reason

7. Proceed with your call, or advise the Interpreter or CSA that you need to connect to a third party at another location.
    a. If a third party is required, provide the name(s) and telephone number(s) of the person(s) you would like added to the call.
    b. Once call-outs have been made, continue with your call.

⬚ If the LEP patient's language is unknown, show them the *Language Identification Card* and let them point to the language they speak. If the LEP patient's language is not listed on the *Language Identification Card*, or if they are on the phone with you, press 6 to request the assistance of our Customer Service Associates who are skilled in determining target languages.

Ohio Virtual Academy

New Access Code as of 8/29/2018

PH (614) 221-1414   EM info@access2interpreters.com   WEB www.access2interpreters.com

Appendix P – Interpreter Request Form

Ohio Virtual Academy -Request for an Interpreter	
Session Details	
Date	
Time	
Location	
Duration:	
Client Description http://www.k12.com/ohva#.VT6p_8mrG20	Ohio Virtual Academy (OHVA) is an online public school for students living in Ohio in grades K-12. Students complete all of their schooling in a virtual environment with their parents or other adult as their "Learning Coaches."
Language	
Contact:	Program Contact:

Appendix Q - Annual Staff Notification of Interpreter/Translation Information – Email Template

TO: All OHVA Staff

SUBJECT: Annual Staff Notification of Interpreter/Translation Information

This Annual Staff Notification of Interpreter/Translation Information document provides guidance on:

1. Notice of Language Assistance Services for Parents
2. Accessing an interpreter
3. Requesting document translation
4. Utilizing free online translation
5. Tracking Language Assistance Services
6. Using family members/friends of LEP parents as interpreters/translators

Notice of Language Assistance Services for Parents

This statement is located on/in 1) the Academy's website; 2) the student and parent handbooks; 3) all Academy-wide or school-based newsletters or other general communications; 4) general contact information in advertisements or other contacts relating to enrollment/admissions.

"All parents and guardians of OHVA students may request <u>free language translation services</u> at any time. Parents and guardians may request information about Academy programs and activities in a language they can understand."

Accessing an Interpreter

<u>Phone - Instantaneous Interpretation</u>

OHVA uses Access 2 Interpreters for Instantaneous Telephone Interpretation. OHVA staff may direct dial to access immediate over the phone interpretation service that is offered in more than 180 languages. OHVA staff has been provided with a personalized direct access code that will connect you with an interpreter within 30 seconds. (See – "*Instantaneous Interpreter Telephone Instruction Sheet*")

<u>Phone – Scheduled Interpretation</u>

Phone: (614) 899-6666 or Email: info@access2interpreters.com

Arranged Telephone Interpretation is an over the phone interpretation service that is requested at least 30 minutes before the time of the interpretation session. Staff should use this option if they know about a call ahead of time and know that the call will be longer than 15 minutes. Telephone Interpretation Services may be accessed through Access 2 Interpreters dispatch line 24 hours a day, 7 days a week, 365 days a year. Scheduled Telephone Interpretation Services may also be accessed via email from 7:00a.m. to 5:30p.m., Monday through Friday.

<u>Onsite – Scheduled Interpretation</u>

Scheduled Face-to-Face Sessions are defined as sessions that are requested 8 hours or more before the time of the appointment. OHVA uses interpreters for Onsite Interpreter requests based on the location of the onsite session. OHVA Staff can contact Lesley Demagall, EL Coordinator, at ldemagall@k12.com or ext. 2137.

Requesting Document Translation & Utilizing Free Online Translation Tools

OHVA staff can use free translation websites to translate short correspondences with parents; these are far from perfect and not available in all languages. If staff has a document that that needs to be translated, they can contact Lesley Demagall, EL Coordinator, at ldemagall@k12.com or x.2137.

Tracking Language Assistance Services

Ohio Virtual Academy maintains the **LEP Parent Caseload and Services Log** as the centralized and current list of LEP parents identified as needing language assistance services, as well as the type of language assistance services they need and a log of the language assistance services provided to them.

Every time OHVA staff provides or requests interpretation or translation services to communicate with parents, **they will input the information on the online** **Parent Language Assistance Services Tracking Survey.**

Survey available here: **Parent Language Assistance Tracking Survey**

Online Survey Questions:

- Teacher/Staff Name
- Parent name
- Student name
- Student ID
- Date service provided
- Service provider – Company/Interpreter's Name
- Service provider – Phone/Email
- Type of service provided

Using Family Members/Friends of LEP Parents as Interpreters/Translators

In general, the use of family members and friends for the provision of language assistance is not acceptable. The use of such individuals may raise issues of confidentiality, privacy, or conflict of interest and that, in many circumstances, such persons are not competent to provide quality, accurate interpretations.

In addition, staff are strongly cautioned not to rely on family members and friends to provide LEP parents meaningful access to important programs and activities and that, even when LEP parents have voluntarily chosen to provide their own interpreter or translator, OHVA may still need, depending upon the circumstances of the encounter, to provide its own interpreter or translator to ensure accurate interpretation or translation of critical information. This is especially true for, but not limited to, situations where the competency of the LEP parents' chosen interpreter is not established and/or when

identified LEP parents do not request translation but a translator is deemed necessary to convey information.

Additionally, the use of minor children raises particular concerns about competency, quality, and accuracy of interpretations and that it is never advisable to use such children to convey information about their own education and/or complex information.

Appendix R - Annual Evaluation – Language Assistance Plan

Ohio Virtual Academy

Language Assistance Plan Annual Program Overview

Due July 1, ___

SY 20__/- LEP parent groups encountered by Ohio Virtual Academy:

Frequency of encounters with LEP parents

Nature and importance of activities involving LEP parents

(blank box)

Availability of resources, including technological advances and other resources, and the **costs** imposed

(blank box)

Timeliness, Availability, and Viability of identified sources for language assistance

(blank box)

Staff understanding of the Language Assistance Plan and knowledge of how to implement it

(blank box)

Is the existing Language Assistance Plan meeting the needs of LEP parents?

What, if any, new documents, programs, services, and activities need to be made accessible for LEP parents?

Does the Academy need to provide notice of any changes in services to LEP Parents and to Academy Staff?

Language Assistance Program Review Team

The Language Assistance Plan Review Team will meet annually to review this document. The EL Lead Teacher will notify team members of the meeting date and time as well. In addition, the EL Lead Teacher will provide this evaluation form as well as data from the LEP Parent Caseload and Services Log prior to the meeting. The EL Lead Teacher will review the information on the document with the team and will lead a discussion to determine program effectiveness. The team will determine what, if any, modifications need to be made to the current program, how and when these changes will be implemented and communicated, and who is responsible for each change.

EL Coordinator

EL Teachers/Staff

Head of School (or Head of School Designee)

Family Services Coordinator

High School principal (1)

Elementary/Middle School (K-8) principal (1)

General Education teachers (2)

Appendix S - Professional Development for All Staff Educating and Supporting EL Students

Ohio Virtual Academy will provide ongoing Professional Development opportunities to EL Program staff and non-EL program staff to ensure that general and special education teachers as well as other OHVA staff are sufficiently trained to provide EL students the EL services necessary to meet their needs.

Each year, the EL team will provide a training overview of the EL program and the needs of EL students and their families. This includes:

- Overview of requirements of and tools for compliance regarding EL students and/or LEP parents
- New Student EL Identification and Placement procedures and deadlines
- State Reporting and the Ohio English Language Proficiency Assessment (OELPA)
- Monitoring
- Transition Services
- Referral Process
- Differentiation
- Sociocultural and Linguistic considerations

Additionally, Ohio Virtual Academy is committed to training staff at minimum three times a year on diversity and inclusion. This training will include the impact of ethnic and cultural differences on effective communication and the importance of cultural sensitivity in communicating with LEP parents.