Bristol Local Schools

Plan for English Learners

Mr. Christopher Dray, Superintendent

2025-2026 School Year

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District Mission and Vision

Mission and Vision Statement

Mission Statement--The mission of Bristol Local School District is for each student to achieve individual academic excellence and to maximize personal growth in a community, which demonstrates and develops mutual respect, responsibility, and life-long learning.

District Goals and Learning Objectives

1. **Academic Goal:**

   Through the multi-tiered system of support framework, students' will develop listening, reading, writing, and speaking skills based on the Ohio English Language Proficiency Standards. Students' performance will be as measured by both state and district assessments to provide purposeful intervention and monitoring.

   - ☐ Listening-Students will have opportunities to listen to both conversational and academic language.
   - ☐ Reading-Through structured literacy, students will engage in literacy rich activities. This includes additional support when needed in both whole and small group settings daily.
   - ☐ Speaking-Teachers and staff will model in all settings both orally and visually to support all learners.
   - ☐ Writing-Through intentional modeling students will utilize strategies and manipulatives/resources to draft writing pieces for multiple audiences.

2. **Social Emotional Goal:**

   English language learners will use both social awareness and interpersonal skills to develop and maintain positive relationships in personal, school, and community groups.

   - ☐ Social Awareness-Teachers/Staff will work with students on developing social awareness
   - ☐ skills.
   - ☐ Teacher/Staff will work with students on developing interpersonal skills through various means of conversations.

English Learner Background

EL Federal Definition

An English Learner (EL) is a student:

- who is aged 3-21;
- who is enrolled or preparing to enroll in an elementary or secondary school;
- who was not born in the United States OR whose native language is a language other than English; and
- where difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
    - the ability in meeting the State's proficient level of achievement on State assessments described in section 1111(b)(3);
    - the ability to successfully achieve in classrooms where the language of instruction is English; or
    - the opportunity to participate fully in society.

EL Definition from Ohio's Department of Education

According to the Department of Education and Workforce, " Students who are English learners have had significant exposure and communication experiences in a primary or home language other than English. These multilingual students benefit from specialized supports in English as a second (or new) language to develop academically and participate equitably in school."

Statutes, Policies, and Legal Basis

Federal Laws and Legal Cases

There exists a substantial body of Federal Law that establishes the rights of ELs and which defines the legal responsibilities of a school district serving these students. The body of law includes the following:

- Title VI, Civil Rights Act 1964
- Lau v. Nichols 1974
- The Equal Educational Opportunity Act 1974
- Castaneda v. Pickard 1981
- Plyer v. Doe 1982
- Title III, No Child Left Behind Act 2001
- Every Student Succeeds Act 2015

Office for Civil Rights

The Office for Civil Rights (OCR) is responsible for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin. In Lau v. Nichols, the U.S. Supreme Court affirmed the Department of Education's May 25, 1970, Memorandum, that directed school districts to take

steps to help EL students overcome language barriers and to ensure that they can participate meaningfully in the district's educational programs.

Department of Education policies regarding EL children are reflected in three OCR policy documents. The May 1970 memorandum to school districts entitled "Identification of Discrimination and Denial of Services on the Basis of National Origin" clarifies OCR policy under Title VI on the responsibility of school districts to provide equal educational opportunity to language minority students. The December 3, 1985, guidance document entitled "The Office for Civil Rights' Title VI Language Minority Compliance Procedures" outlines the procedures OCR follows in applying the May 1970 memorandum and the Lau legal standard on a case-by-case basis. The September 27, 1991, memorandum entitled "Policy Update on Schools' Obligations Toward National Origin Minority Students with Limited-English Proficiency (LEP)" is a policy update to be read in conjunction with the May 1970 and December 1985 memoranda. It provides additional guidance for applying the May 1970 and December 1985 memoranda in the context of staffing, transition and/or exit criteria, and program evaluation, as well as to special education programs, gifted and talented, and other special programs.

OCR does not require or advocate a particular program of instruction for ELL students and nothing in federal law requires one form of instruction over another. Under federal law, programs to educate children with limited proficiency in English must be: (1) based on a sound educational theory; (2) adequately supported so that the program has a realistic chance of success; and (3) periodically evaluated and revised, if necessary.

EL Identification and Program Enrollment

Our school district follows state and federal guidelines in screening, classifying, servicing, testing, monitoring, and exiting students whose primary or home language is a language other than English.

Screening/Testing Students

Each student enrolling in the District for the first time will be required to complete the Language Usage Survey (LUS) in order to identify whether the student's primary or home language is any language other than English. Each completed survey will be included as a part of the permanent record of each student in the District. Each student who identifies that his/her primary or home language is other than English will be assessed with the Ohio English Language Proficiency Screener (OELPS) in order to classify students who need special language assistance in order to effectively participate in the district's educational program. Such assessment will be administered in accordance with the age and educational level of the student. Based on the assessment results, the District will determine whether the student is eligible to participate in the EL Program.

Classifying Students and Parent Notification

If a student is identified and assessed as an EL and determined to be eligible for services, the District will send written notice to the student's parent. Such notice shall be provided within thirty (30) days of the start of the school year or within 45 days if the student arrives during the school year and include information regarding language level, program placement, and permission to service.

Placement and Services

a. Each student who is eligible to participate in the EL Program will be placed in a setting that is appropriate for his/her age, grade level, and language, and educational needs.

b. If permission is given, the student is scheduled for EL instruction such as pull-out, inclusion, or individual tutoring. The primary focus of EL instruction is to advance the student's English language skills. Students are, to the extent practicable, grouped by ability level and scheduled for a greater or lesser amount of EL instruction based upon their levels of proficiency.

c. If permission is denied, the EL teacher will give the ELs classroom teacher/s an EL plan of suggested modifications and accommodations based on that student's levels of proficiency and time in the U.S. The EL teacher may monitor the
student's progress and the student will take part in the annual spring assessment of English proficiency given to all English Learners (OELPA).

d. All classroom teachers of ELs are expected to modify both instruction and assessment of students based on their language level. Training opportunities will be provided throughout the year via our Title Consortium Group.

Educational Programming and Services

Theory, Method, and Curriculum Based on Ohio's EL Standards

- Bristol Local Schools may be working in two educational programs.
    - English-Only Supplemental Instructional Program
    - Consultation, Monitoring, and Academic Assistance
- Bristol Local School District will be working with English Language Students in one Educational Program which is English-Only Supplemental Instructional Program.
- The educational approach chosen by the district is recognized as a sound approach by experts in the field (ODE), to ensure that EL students acquire English language proficiency and are provided meaningful access to the educational program.
- Bristol Local School District utilizes the following Instructional Supports in the Classroom:
    - Building Connections and Background Knowledge with Students
    - Teach Students Language Skills under the English Language Proficiency Standards utilizing district curriculum
    - Build language acquisition through technological programs
    - Differentiate within multiple modalities utilizing student learning profiles
    - Understanding the cultures and customs of our English Learners

Educational Programs in the District

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

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

Gifted:
EL students will be provided an equal opportunity to participate in gifted and talented programs, upper-level courses, and other specialized programs offered by the district.

Special Education
When an EL student's performance suggests that he or she is having difficulties attaining academic and social expectations, which are unrelated to the student's language proficiency status, the student will be referred to the school's Intervention Assistance Team (IAT) for intervention strategies. The EL staff must be a part of this team. Periodic reviews will be conducted to determine the success or failure of the strategies and what further strategies may be necessary. In the event that various strategies are not successful, the student may be referred for special education evaluation. The building EL teacher should be involved in any referral process for an identified English Learner.

Assessment and Evaluation

State Assessments

Ohio English Language Proficiency Screener-Initial Language Screener (OELPS)

The OELPS is the standardized assessment tool the Department uses to classify students as English learners. When students are identified as potential English learners, they take the Ohio English Language Proficiency Screener (OELPS) to gauge their development of English as a second or new language in the domains of listening, speaking, reading, and writing.

OHIO ENGLISH LANGUAGE PROFICIENCY SCREENER FOR THE BEGINNING OF KINDERGARTEN (OELPS-BK)

- Students taking the Kindergarten OELPS before Dec. 31 will be proficient if they earn

scores of 3 or higher in all nonexempt domains of the screener
- Students taking the Kindergarten OELPS after Dec. 31 will be proficient if they earn scores of 4 or higher in all nonexempt domains of the screener

Ohio State Tests (OST) and End of Course Exams- Ohio's Annual Tests

The Ohio State Tests (OST) in Reading and Mathematics grades 3-8 State tests are critical for measuring student learning and ensuring that every English Learner receives a high-quality education. The results from state tests provide the district with much-needed information about how all ELs are performing in the areas of reading, math, science, and social studies (depending on the grade level).

Ohio English Language Proficiency Assessment (OELPA)- Annual Language Assessment

The OELPA is an English language proficiency assessment. The OELPA is composed of four tests that measure a student's skills in four key domains (listening, reading, writing, and speaking). OELPA assessment system measures growth in English language proficiency based on the newly developed English Language Proficiency (ELP) Standards. It provides valuable information that informs instruction and facilitates academic proficiency in English to help make sure all ELLs leave high school prepared for college and career success.

- **Levels of English Learners**
  - **Proficient -** The student can work without help in a classroom where English is used for teaching. The student may now exit the English learning program. The child will no longer be treated as an English learner. The student scored any combination of level 4s and 5s on the four tests.
  - **Progressing -** The student needs teaching in the English language to be able to work in a classroom where the teacher uses English. The student will continue to receive English language services. The student scored a combination of levels that do not meet the Proficient or Emerging levels.
  - **Emerging -** The student is in the beginning stages of learning English. The student will continue receiving English language services. The student scored any combination of level 1s and 2s on the four tests.
- **Two Types of Language**
  - Researcher Jim Cummins differentiated between social and academic language. According to Cummins, students who have developed BICS but not CALP do not lack higher-order thinking ability; they simply lack the language to succeed in school. This is especially apparent in the writings of our English Language Learners who are challenged with conventions of English writing, spelling, punctuation, and grammar.
    - **BICS - Basic Interpersonal Communicative Skills** This is social language and develops in 1 – 3 years. This is the day-to-day language needed to interact with other people. ELs use BICS on the playground, in the cafeteria, on the bus. This language is context-based.
    - **CALP – Cognitive Academic Language Proficiency** This is an academic language and takes 5- 7 years to develop. There are general academic words and content-specific words. Academic language is context-reduced, especially in the upper grades.

Alternate Ohio English Language Proficiency Assessment (Alt-OELPA)

The Alt-OELPA is an English language proficiency assessment for eligible English learners with the most significant cognitive disabilities in grades K-12. The Alt-OELPA assesses proficiency across four language domains (listening, speaking, reading, and writing) and includes the academic English language students need to access and make progress in grade-appropriate content taught in English.

Kindergarten Readiness Assessment (KRA)

The Kindergarten Readiness Assessment is a tool that teachers will use to get to know your child. It is not designed to rank children by ability, nor is it a tool for identifying students with disabilities or gifted students. This tool is primarily to help your teacher get to know your child in a way that does not interrupt the child's learning. Teachers may identify and provide English Learners additional, designated supports based on the protocol process.
Guidelines on Allowable Supports for the Kindergarten Readiness Assessment Students identified as English learners are eligible for oral translations

District Level Assessments

NWEA MAP
Administered 3 times a year for grades K-10 in Reading and Math
The NWEA assessment system provides educators with information that can be used to improve teaching and learning. It combines adaptive technology, assessment content, a vertical measurement scale, and educator resources to provide a stable, reliable growth measure for students. The data gives teachers, administrators, and policymakers reliable and accurate verification of this growth. NWEA results also serve to identify the instructional level of each child whether at, above, or below grade level.

COGAT
The Cognitive Abilities Test (CogAT) is a multiple-choice K-12 assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions. The CogAT is a group-administered aptitude test commonly given as an entrance exam into a school's gifted programs.

Special Format and Testing Accommodations

Schools are responsible for ensuring that all students, including special education students and English Learners, acquire the knowledge and skills expected at each grade level. Therefore, all students take statewide achievement tests. A small number of students with disabilities take an adapted version of the general education test, called the Ohio Alternate Assessment, which is designed specifically for students with cognitive disabilities. Students who are not yet proficient in English are given extra support to help them understand the tests, such as a dictionary, an interpreter, or extra time to complete the tests. Students who are coded with Limited English Proficiency (EL) status allow for the use of special testing accommodations. Available accommodations for each test may be found on the Ohio State Testing Portal and in Ohio's Accessibility Manual.

Reclassification, Exit Criteria, and Monitoring

Exit Criteria and Reclassification

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

Family Reports
School districts have an obligation to provide meaningful communication with parents in a language they can understand. Parents will receive a letter from the school district indicating the results of the OELPA Assessment. A Family Report will also be sent.

Reclassification

Local Schools

English Learner Re-identification Policy

Bristol Local Schools has developed a comprehensive EL Program to ensure that students acquire English and develop the necessary skills and knowledge in order to be successful in the general education setting. Students are exited from the EL Program by scoring proficient (any combination of 4's and 5's) on each domain of the Ohio English Language Proficiency Assessment (OELPA). The four domains are reading, writing, listening, and speaking. Upon exiting, it is the policy of Bristol Local Schools to monitor students for a period of two years. Although exited, students can still receive support and assistance from classroom teachers and other staff members, they are no longer classified as English learners and are therefore ineligible to receive accommodations, particularly on state tests. On rare occasions, a student may exit the program before being ready. In that case, the following procedures need to be followed.

1. If a student is not making adequate progress after exiting the EL Program, the EL Committee and mainstream teacher(s) should meet to discuss what steps might be necessary. They will review grades, attendance, and assessment data. If they feel there is inadequate progress being demonstrated, the student is then referred to the IAT team.

2. The IAT team will follow its normal procedures in addition to notifying the parents of the student in a language and medium that they understand. The team will review grades, diagnostic assessments, state assessments, work samples, etc. They will determine what types of

intervention may be required. If it is determined that language is a significant factor, a plan should be put in place for the student to work with a member of the EL staff. If after a period of 6 weeks the student is not making adequate progress and language is suspected to be the issue, the team may recommend that a student be screened for possible re-identification as an English learner.

3. If the student has not taken the Ohio English Language Proficiency Screener (OELPS) previously, this assessment may be used to re-identify the student. Students need to be assessed in all four domains of reading, writing, listening, and speaking. If the student qualifies, the EL staff will then place the student in the EL Program based on his or her needs. The EL Committee should work with the EMIS coordinator to code the student correctly and the parents will need to be notified that the student has been re-classified as an English Learner.

4. If the student does not qualify to be reclassified, then s/he should be referred back to the IAT team for further intervention.

Monitoring

To assure that former English learners are successful in academics through effective instruction and accessible programs, Ohio schools and districts are required to monitor former English learners [iii] for at least two years after students exit from the English learner program.

Parent, Community, & Student Engagement

Family Engagement Plan

To assure that former English learners are successful in academics through effective instruction and accessible programs, Ohio schools and districts are required to monitor former English learners [iii] for at least two years after students exit from the English learner program.

Our district believes in supporting our English Learners' parents, community, and students. By engaging them in various activities throughout the year, in addition to any school district activities. Our English Learners are also able to participate in home reading. Students will be provided with reading material to utilize in the home setting with their families.

Bristol Local Schools recognizes that engaged families have a positive impact on students' academic achievement, self-esteem, and motivation. Other benefits include improved attendance, fewer disciplinary incidents, and higher graduation rates. With these objectives in mind, we have established the following family engagement plan. This plan outlines our family engagement goals, includes expectations for staff, and describes engagement events and activities.

Family Engagement Goals

- Provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.
- Provide parents with opportunities to acquire the information, knowledge, and skills necessary to support their children's learning, academic achievement, and social emotional development.
- Encourage students and their families to participate fully in the school community.

School Expectations

School staff strives to create a positive and welcoming environment for English learners and their families.

- The enrollment process includes supports to help families complete the necessary paperwork and communicate their questions, needs and concerns.
- The school environment is clean, welcoming, and has adequate signage to help families navigate the school campus.
- Staff is respectful and informative in interactions with parents and families.

School staff works to provide opportunities for families to gain the knowledge and skills needed to support their children.

- Parents and families are invited to participate in back to school meetings, parent/teacher conferences, orientation, school sporting events and other functions.
- A communication plan has been developed to ensure families receive information via multiple modes and mediums. Communication is timely and provided in a way that is understandable to parents and families.
- The EL committee plans training to provide parents with tools and strategies for supporting their children's learning at school and at home.

Parents and families are encouraged to participate fully in the school community.

- A variety of school events provide families with the opportunity to visit classrooms, and share valuable information about their children.
- Parents are invited to volunteer in a variety of school-wide activities.

EL Committee

The EL committee is comprised of an EL teachers, the District EL Coordinator, and other appointed administrators and staff members from across the district. This committee meets to review data related to English Learners including (but not limited to) attendance, state testing (i.e. OELPA/OELPS scores), and academic performance. They monitor enrollment, placements, and ensure compliance with district, state, and federal policies and procedures. In addition, they help guide planning for the annual orientation for EL families.

EL Coordinator

The EL Coordinator serves EL families by overseeing operation of the EL Program, organizing the EL Committee, and allocating Title III and other funds that are utilized for Family Engagement. The coordinator is responsible for organizing professional development for teachers and support staff to expand their knowledge of language acquisition, diversity, and culture. The coordinator is a liaison between school staff, English learners, their families, and the greater educational community. This work promotes respect for cultural and linguistic diversity promotes.

EL Staff

The EL Staff consults directly with staff who provide instruction and support that will assist students in acquiring English language skills in the areas of reading, writing, listening, and speaking. The EL staff Uses research-based methods when preparing course materials and designing lessons that cover all facets of the English language. They provide information to families during parent/teacher conferences and by communicating with parents and families regarding placement, student progress, and assessment.

Person	Title	Contact Information
Nathan Kish	Coordinator	330-889-2700
Denise Mijavec	District EL Teacher	330-889-2700

Engagement Events and activities:

Annual Orientation for EL Families:
An annual orientation for EL families will be held on Open House evening. During this meeting, parents will receive information about school events and services. Training will be offered so that parents and families are able to:

- Meet essential EL staff and other personnel
- Develop an understanding of the curriculum, programs, and assessments used to measure student progress and achievement
- Navigate the school's grading systems, policies, and procedures.
- Engage with technology including the district website, programs, and other available supports
- Contact administrative staff, engage with teachers and request interpretation/translation as needed.
- Communicate concerns, questions, and ideas regarding the EL program, curriculum, family engagement plan, and communication plan.

Parent/Teacher Conferences
Twice a year (in the fall and in the spring) parent/teacher conferences are held. Parents are encouraged to meet with their student's teachers to discuss academic progress, strengths, and areas of need.

Family Communication Plan

As required by the Office of Civil Rights at the US Department of Education, communication with parents shall be in the language that they request. During enrollment parents or guardians complete the Language Usage Survey where they are asked "In what language(s) would your family prefer to communicate with the school?"

Parents' preferences will be entered into a database and maintained by each building. The list will be updated as families withdraw students and new students are enrolled. Please note that all parents are entitled to information in an understandable language, not just parents of English learners.

The district will use a combination of the following to meet this obligation -

- bilingual aides
- an over-the-phone interpretation service
- contracted interpreters and translators from local agencies

Enrollment Center

All students are enrolled at each school building. Staff have been trained to use the phone interpretation service. Parents indicate what language they need, the staff member calls the agency and gives an access code, requests the language and an interpreter comes on the line. Staff members have been trained to talk directly to the family members, not the phone. Interpreters are all trained in ethics and confidentiality.

School Office Staff

All school office staff members have been trained to use the phone interpretation service. Parents indicate what language they need, the staff member calls the agency and gives an access code, requests the language and an interpreter comes on the line. Staff members have been trained to talk directly to the family members, not the phone. Interpreters are all trained in ethics and confidentiality.

School Nurses

All school nurses and clinic aides have been trained to use the phone interpretation service. The nurse calls the agency and gives an access code, requests the language and an interpreter comes on the line. Parents are added to the call so the nurse can explain the medical situation. Interpreters are all trained in ethics, confidentiality and medical terminology.

English Learner Program

Staff in the EL program will have access to the phone interpretation service for necessary calls home. The service is not used to interpret school work or to replace bilingual aides.

Classroom Teachers

Teachers may request interpretation and translation from the bilingual aides through email. Translation takes time so teachers are asked to only request translation for important documents and to allow a week for the translation. Classroom teachers can use the phone interpretation service to call parents if a bilingual aide is not available.

What to Translate

Translate important documents that give families information about district programs and events. In addition, documents may be sent home in English but a bilingual aide should call and explain the information to the parents over the phone. If in doubt whether to have a document translated, consult the EL coordinator.

Interpreters from Agencies

For parent teacher conferences, IEP meetings and so on, the district will contract with professional interpreters from Proprio. The EL Coordinator will organize and approve all outside interpreters.

Requesting Interpreter/Translator

Interpretation vs. Translation:
Districts are required to provide information in an understandable and uniform format and, to the extent practicable, in a language that the parent(s) can understand. Parents and guardians indicate their language preference on the Language Usage Survey. Should a parent or guardian need interpretation or translation services, the district must provide them.

Interpretation involves the immediate communication of meaning from one language (the source language) into another (the target language). An interpreter conveys meaning orally, while a translator conveys meaning from written text to written text. As a result, interpretation requires skills different from those needed for translation.

Interpretation Requests:
Should you need assistance from an interpreter or getting something translated, please reach out to the school offices or your EL teachers. We currently provide the following services:

- Proprio is the company we work most often with to hire interpreters.
- Proprio provides a phone translation service, which is an extension to the interpretation
- Proprio phone translation services can be used:
    - to call home with an emergency
    - to call home about behavior (within 24 hours)
    - to call home to schedule a meeting or conference time
    - to call home about forms that need to be filled out
- This should NOT be used in place of face to face meetings that last longer than a couple of minutes or so.
- Some documents and letters have already been translated and are available via the EL department (consult with the EL teachers prior to making request)
- For interpretation services, please contact someone from the EL department, unless there is an emergency.

Description of Title III Fund Uses

TCESC Consortia will support districts in developing District English Learner Program Plans that align with district initiatives. Additionally, the purchase of Rosetta Stone with Title III funds will help guide

instruction by using data to best service EL students. During our first formal meeting of the year, it was decided that purchases within each member district would be based on a percentage of funds awarded. In addition to this, districts will continue to be allocated a percentage of funds to incorporate parent and community engagement activities that align with their individual district vision. TCESC will partner with aligned universities to deliver professional development in order to begin training teachers in these areas of need. Additionally, Vocalink will be made available to districts to use for specific translation needs. Currently, two teachers are being trained in SIOP and two teachers are trained in TESOL webinars.

Staffing

Nathan Kish- Principal
330-889-2700
nathan.kish@bristol.k12.oh.us

Denise Mijavec- EL Teacher
330-889-2700
denise.mijavec@bristol.k12.oh.us

Consultations and supports are provided by our licensed teacher with TESOL endorsement per state guidelines.

Staff training and development will be provided during the year from our TESOL endorsed teacher.

Additionally, off-site conferences and workshops will be provided through the Title III Consortium.

Teacher Fluency Policy

Bristol Local Schools

English Fluency Policy for EL Personnel

Bristol Local Schools is required to ensure that teachers in the English Learner Program are fluent in listening, speaking, reading and writing English. ESSA 1112(c)(6), ORC 3319.074 and ESSA 3116(c). Bristol Local Schools require that EL personnel communicate with students, families, and other staff members in written and spoken English.

Fluency requirements for EL teachers can be satisfied by one of the following:

- Complete a degree at a university in the United States
- Complete a degree at a university in an English speaking country, or where the language of instruction is English

- □ Complete a degree in English or TESOL at a university in the United States, or another country
- □ Hold a TESOL endorsement or licensure

Fluency requirements for Bilingual aides and paraprofessionals can be satisfied by one of the following:

- □ Complete a degree at a university in the United States
- □ Complete a degree at a university in an English speaking country, or where the language of instruction is English
- □ Hold a TESOL endorsement or licensure
- □ Score of on the 6.0 or higher on IELTS or TOEFL
- □ **TOEFL** scores of 90+ on the iBT or 580+ on the PBT

Definition of Terms

English Learner
A student who is in the process of learning English as a second/additional language. While these students should all be designated as ELs by schools, educators may find ELs who are designated as fully English Proficient (FEP) by local exit criteria after demonstrating the ability to effectively participate in the standard education program.

English Language Proficiency (ELP) Assessment
A test that measures the English language (reading, writing, speaking, and listening) skills of students with limited English proficiency. Such a test is required by Title III of the Elementary and Secondary Education Act (reauthorized as the No Child Left Behind Act of 2001) for all schools served by the state educational agency in every state.

English Language Proficiency (ELP) Standards
Principles or criteria for identifying and describing the English-language oral, reading, and writing skills that are necessary for ELs to be able to communicate effectively and participate fully in school. In Ohio, the ELP Standards are assessed on the OELPA.

Limited English Proficient (LEP)
A national origin minority student whose native language is one other than English and who is in the process of acquiring English as a second language.

Native Language
Primary or first language acquired by the student.

Ohio English Language Proficiency Assessment (OELPA)
Annual state language assessment of Limited English Proficiency Students to measure English Language Acquisition progress in the areas of Reading, Writing, Listening, Speaking, and Comprehension.

Reclassification Involves the change of service code assigned to EL students in order to more appropriately meet their academic needs, and reflect the levels of acquisition of English as a second language.
Sheltered Instruction Observation Protocol (SIOP) Model A proven, research-based approach for sheltered instruction that helps English Learners develop oral language proficiency while building academic English literacy skills and content-area knowledge. The SIOP Institute, trademark, and copyright are owned by Lesson lab/Pearson Education.
SLIFE (Students with Limited or Interrupted Formal Education) English language learners who have experienced interrupted education due to war, civil unrest, migration, or other factors; who have never had the opportunity to participate in any type of schooling before entering school in the United States; or who have experienced limited education in their home countries due to lack of resources or trained teachers, the type of schooling they participated in, or other circumstances.
Teaching English to Speakers of Other Languages (TESOL) An Ohio Department of Education endorsement requirement under the Teacher Licensure standards to teach EL students enrolled in the EL Program.

Resources

District Resources
District Parent Notification Letters-revise • OELPS Results and Identification/Service Letter • OELPA Continuing Service Letter • Exit Letter • Decline Letter
Outside Resources
Dear Colleague Letter English Learner Toolkit DEW Teaching English Learners DEW Guidelines for Identifying English Learners DEW English Language Assessments