

Bristol Local Schools

Plan for English Learners



Mr. Christopher Dray, Superintendent

2021-2022 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 [Ohio Department of Education](#), " 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."

EL Background of the District

In Bristol Local School District, we have 17 EL students who speak 1 language. The language spoken is German. We have 2 EL students with disabilities and no students with limited or interrupted formal education. The district recognizes the unique linguistic, cultural, and academic needs of the EL student population with both academic and social emotional competencies.

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 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).

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.

NEW! 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.

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.

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.

Achievement of EL Program

2020-2021 School Year (only EL students)

Category	Student Participation
Student Performance Data <ul style="list-style-type: none"> MAP- Reading MAP- Math 	<ul style="list-style-type: none"> 63% of EL students at grade level 63% of EL students at grade level
Grades <ul style="list-style-type: none"> 3.0- 4.0 2.0- 3.0 	<ul style="list-style-type: none"> 13 EL Students 4 EL Students
Graduation Rate	During the 20-21 SY there were no senior students; therefore, this category is not applicable.

Testimonials from Students	“Our teachers teach us how to read correctly, everyday”
Testimonials from Parents	“My child’s teacher is doing an excellent job. My child has come in a long way with his reading skills.”
Gifted Programs	Currently, no EL students are identified as gifted. Grades 2 and 4 participate in gifted identification testing.
Athletics, Arts and Extracurricular Activities	100% of EL students participate in Art class throughout the year.

Parent, Community, & Student Engagement

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 a special home reading night. Students will be provided with reading material to utilize in the home setting with their families.

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

Instructional training and support are provided by our licensed teacher with TESOL endorsements per state guidelines.

Staff training and development is provided through in-services and workshops during the year via in house and consortium workshops.

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 SIOPI 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 Language Survey](#)

District Parent Notification Letters-revise

- [OELPS Results and Identification/Service Letter](#)
- [OELPA Continuing Service Letter](#)
- [Exit Letter](#)

Outside Resources

[Dear Colleague Letter](#)

[English Learner Toolkit](#)

[Lau Resource Center](#)

[ODE Teaching English Learners](#)

[ODE Guidelines for Identifying English Learners](#)

[ODE English Language Assessments](#)