

English Learner Program Overview: Avon Local Schools

Updated: Oct. 2023

District Vision: *The Vision of the Avon Local Schools is to create a legacy of excellence, innovation and service fostered through collaboration within the community.*



District Mission: *The Mission of the Avon Local Schools is to educate the whole student in an inclusive environment that inspires personal excellence.*

District Profile:

The Avon Local School District, with approximately 4466 students in preschool through twelfth grade, has a steady number of English Learners enrolling each year. In 2023-2024, the district demographic data breakdown shows 79.27% Caucasian, 4.39% Asian/Pacific Islander, 7.93% Hispanic, 4.39% African American, 0.9% American Indian and 4.97% Multiracial.

In 2023-2024, the district will serve approximately 129 Limited English Proficient (LEP) students, also called English Learners (ELs) in grades K-12. The EL population is diverse, representing various countries and speaking a variety of languages.

Purpose:

This program description outlines the District procedures utilized from the registration process, screening, identification, support services and through the exit processes for EL students. It will outline interventions and support services to help ELs develop reading, writing, speaking, and listening skills in the English language, as measured by the Ohio English Learners Proficiency Assessment (OELPA). These services will provide ELs with equal educational opportunities to achieve within the District's curriculum which is aligned to the Ohio State Standards for instruction.

Philosophy:

Limited English students have the same rights, privileges and responsibilities as other students in the Avon Local School District. Our EL program is designed in accordance with the following objectives;

1. Help ELs overcome linguistic, cultural and academic difficulties
2. Assure that all ELs receive equal access to educational opportunities
3. Continue to develop ongoing opportunities for collaborative practices between teachers, parents, and administrators to support the unique needs of EL students

Program Goals:

Using all guidelines set forth in the Every Student Succeeds Act (ESSA), we ensure the following:

- We will utilize best practices including; immersion, language support periods, and intervention to create a program that will meet the needs of ELs.
- We will identify and provide services to prepare ELs for career or college pathways.
- We will analyze assessments including NWEA MAP, Ohio State Tests, and OELPA to evaluate progress towards English proficiency and to determine qualifications for exit.
- We will further monitor the aforementioned assessments for two additional years after exit criteria has been met to ensure that ELs are continuing to progress in their academics.
- We will establish opportunities to inform and engage families in the education process of ELs.
- We will ensure that ELs will have equitable access to high quality teachers and all learning opportunities.
- We will conduct ongoing analysis to evaluate program effectiveness and adjust the support and service model accordingly.
- We will provide support, professional development opportunities, and guidance for teachers of ELs to use the English Language Proficiency Standards to inform their instruction.

State and Local Policies:

The U.S. Department of Education and the Ohio Department of Education have identified steps for educating English Learners. Every student who enrolls in the District is required to have a Home Language Usage Survey submitted and on file. If a parent or guardian indicates a language other than English is spoken at home, the District will administer the OELPS (Ohio English Language Proficiency Screener) to determine the listening, speaking, reading and writing skills for each student referred during the screening process. The assessment is conducted by a qualified professional trained in the administration of the assessment instrument. Any student who achieves a score lower than the proficiency cutoff score will be identified as an English Learner.

Definition: Limited English Proficient:

Ohio follows the same federal government definition of Limited English Proficient. The term "limited English proficient," when used with respect to an individual, means an individual: (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C) who was not born in the United States or whose native language is a language other than English; (1) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (2) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (3) who is migratory, whose native language is not English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding English may be sufficient to deny the individual (1)

the ability to meet the challenging state academic standards; (2) the ability to successfully achieve in classrooms where the language of instruction is English; or (3) the opportunity to participate fully in society (ESEA, as amended by ESSA, Section 8101[20]).

Program Overview:

STEP 1: Registration/Enrollment

- Upon registration of students into the district, the Home Language Usage Survey is given to all parents/guardians through the online portal Powerschool Registration/InfoSnap.

Home Language Usage Survey Questions:

- 1. In what language(s) would your family prefer to communicate with the school?***
 - 2. What language did your child learn first?***
 - 3. What language does your child use the most at home?***
 - 4. What languages are used in your home?***
 - 5. In what country was your child born?***
 - 6. 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?***
 - 7. Has your child attended school in the United States?***
 - 8. If yes, when did your child first attend a school in the United States?***
- Students who have indicated that another language besides English is spoken in the home on the Language Usage Survey will be referred to the School Psychologist of their assigned grade level to screen if necessary to determine eligibility for English language services.

STEP 2: Screening, Testing, and Identification

- School Psychologists will attempt to get OELPA/OELPS scores if they are available from a previously enrolled district. If these scores cannot be obtained, the School Psychologist will assess the student using the OELPS within 30 calendar days if enrolled prior to the first day of school, within 15 calendar days if enrolled during the school year.
- Guidelines for OELPS and OELPA:
 - Must be administered by a trained test administrator
 - Grade bands- K, 1, 2-3, 4-5, 6-8, 9-12
 - Conducted online (using the Ohio State Testing Portal) unless paper is requested
 - Accommodations on IEP or 504 should be followed
 - Includes four domains: Listening, Reading, Speaking, Writing
 - Proficiency Determinations include: Emerging, Progressing, Proficient

STEP 3: Notification:

- Parent Communication

- The Avon Local Schools will send a letter to parents/guardians with a recommendation for services (if needed), proficiency level on the OELPS or OELPA, and permission to participate or decline services.
 - Parents are sent a Notice of Eligibility letter that explains the EL status and provides a recommended service plan for the student.
 - If a parent declines services, the letter must be designated with a parent signature.
 - If a student is not eligible for services, the parents will be sent a Does Not Qualify letter.
 - OELPS or OELPA data reports or scores will accompany the parent notification letter
- Staff Communication
 - Building principals will notify the appropriate teachers whether a student is eligible or ineligible for service and whether a parent has accepted or declined services.
 - OELPS or OELPA scores will be accessible in Powerschool by building principals and teachers.

STEP 4: Service Delivery:

- Grades K-5
 - A minimum of one 40 minute support period per week of tutoring services will be made available to students at the emerging levels on the OELPS or OELPA.
 - Tutors will be TESOL trained or endorsed if possible
 - Tutors will receive assessment data including NWEA MAP, OELPS or OELPA, and Ohio State Assessments
 - Tutors will target language instruction needs of the student using all available data sources
 - Evidence-based interventions that will be implemented during tutoring may include, Foundations, Wilson Reading Program, and Leveled Literacy Intervention. Grade level English Language Arts programs and resources will also be utilized for intervention.
- Grades 6-12 EL Students
 - One class period daily will be made available to students identified at the emerging or progressing level on the OELPS or OELPA
 - Teachers will be TESOL trained or endorsed if possible
 - Teachers will receive assessment data including NWEA MAP, OELPS or OELPA, and Ohio State Assessments
 - Teachers will target language instruction to the needs of the student using all available data sources
 - Reteaching ELA concepts, vocabulary supports, and reading/writing tasks will be used to support language development of students.

Additional Options for Services for K-12 students

- Rosetta Stone will be provided to ELs as a language support resource
- Samsung tablets or Pockettalks for translation during the school day.
- Martti translation or local in-person translation services are provided for teachers and parents/guardians to communicate when needed.

Students with Disabilities:

Students who are eligible for both special education and EL support services, will have unique, individual needs that will be outlined in their IEP (Individualized Education Plan). This plan should explain the types of interventions and supports that are necessary for the student to access academic content.

Step 5: Exiting the EL Program:

- A student is reclassified (no longer identified as an English Learner) when the student has attained a performance level of Proficient on the OELPA . The Proficient performance level is defined as performance levels of 4s and 5s in any combination across all four domains (Listening, Reading, Writing and Speaking).
- Students who are exited from the EL program must be monitored with NWEA MAP and Ohio State Tests for an additional two years beyond their exit date to track progress and ensure appropriateness of exit.