



# English Learners (EL's) Programming Handbook



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*"Supporting English Learners Achieve Academic Excellence"*

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**Cleveland Metropolitan School District**  
**Multilingual Multicultural Education Office**  
***“Supporting English Learners Achieve Academic Excellence”***

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# EL Programming Handbook - CMSD

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# I. Introduction

## Mission Statements

### Cleveland Metropolitan School District

The Cleveland Metropolitan School District envisions 21st Century Schools of Choice where students will be challenged with a rigorous curriculum that considers the individual learning styles, program preferences and academic capabilities of each student, while utilizing the highest quality professional educators, administrators and support staff available.

### The Multilingual Multicultural Education Department

The mission of the Multilingual Multicultural Education Program is to provide equal educational opportunities, ensure a qualified and culturally competent instructional staff and promote cultural diversity in support of a premier school district.

## Background

The Cleveland Metropolitan School District, with over 43,000 students in preschool through grade 12, has the second largest enrollment of any school district in Ohio. Students in the District are ethnically diverse: 68.07% of students are African American, 19.93 % Caucasian, 8.05% Hispanic, 0.92% Asian/Pacific Islander, 0.44% American Indian/Alaskan Native, and 2.44% Multi-racial.

The District currently services approximately 3,750 Limited English Proficient (EL) pupils, often also referred to as English Learners (ELL) in grades K-12. The EL student population breakdown of native languages provided services are as follows: Spanish, Arabic, MayMay/Somali, Vietnamese, Chinese/Cantonese/Mandarin, Swahili, Ukrainian, Polish, Cambodian, Kirundi, Krahn and Nepali. The EL Spanish speaking student population represents 79% of the total EL population. Eight point six percent (8.6%) of EL pupils are identified as immigrants and Ten percent point one (10.1%) as refugees.

The school district has recognized the unique linguistic, cultural and academic needs of the EL student population and has implemented supportive programs to meet their needs since 1976. The Cleveland Metropolitan School District is committed to interventions that provide first and second language supportive services allowing students to achieve within the District's curriculum which follows the state's competency-based educational models.

This manual outlines the district procedures used in the Multilingual Multicultural Education Program, including enrollment, identification, service, evaluation, trial mainstream and exit criteria. It is meant to be a tool in establishing guidelines that are consistent and appropriate for working with Limited English Proficient pupils to provide all students with equal educational opportunities.

## II. Statues, Policies, and Legal Requirements

The following provides a brief overview of each of the mandates and policies that are the rationale and structure for the Cleveland Metropolitan School District's Multilingual Multicultural Education programming.

### Federal Policies

#### Title VI of the Civil Rights Act of 1964

Title VI, 42 U.S.C. § 2000d et seq., was enacted as part of the landmark Civil Rights Act of 1964. It prohibits discrimination on the basis of race, color, and national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English.

#### Lau v. Nichols (1974)

The U.S. Supreme Court affirmed the need for school districts to take steps to help limited-English proficient (EL) students overcome language barriers and to ensure that they can participate meaningfully in the district's educational programs. The Court ruled that school districts must provide special services to English Learners (ELLs) so that they have equal educational opportunity. ELLs need language instruction educational programs that allow them to progress academically while they are acquiring English language skills. There are several different program models; however, all include both academic content and English language development components.

#### Castañeda v. Pickard (1981)

Castañeda requires programs that educate children with limited English proficiency to Be: Based on a sound educational theory; adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and periodically evaluated and, if necessary, revised.

#### Plyler v. Doe (1982)

The U.S. Supreme Court ruled that the Equal Protection Clause of the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant children. Public schools and school personnel are prohibited from adopting policies or taking actions that would deny students access to education based on their immigration status.

Based on the above documented cases, The U.S. Department of Education (ED) and the U.S. Department of Justice (DOJ) have issued joint guidance to remind state education agencies (SEAs), public school districts, and public schools of their legal obligation to ensure that EL students can participate meaningfully and equally in educational programs. The guidance is available at: <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.

### State Policies

The U.S Department of Education and the Ohio Department of Education have identified steps for educating English learners. First, a home language survey is administered as part of the

registration process for all registering students whose first or home language is other than English. Second, any student for whom a language other than English is reported must be administered a state approved English language proficiency assessment based on the English Language Proficiency Standards for ELLs K to 12 to assess listening, speaking, reading and writing. The assessment must be conducted by qualified personnel trained in the administration of the assessment instrument. Any student who achieves a score that is lower than the eligibility cut off score in listening, speaking, reading and writing established by the American Institute for Research (AIR) is identified as an ELL.

### **III. ELL Identification & Program Enrollment**

#### **A. Registration & Identification**

Each national origin minority student identified as having a primary or home language other than English will be assessed to determine if Multilingual Multicultural Education Program services are needed based on the student's English language proficiency level in the following domains: reading, writing, speaking, or comprehension. The criteria of students' English level proficiency level and educational background will be used to determine eligibility for the school he/she will be assigned to receive best services that meet the needs of the English Learners (ELs). At the Multilingual Welcome Center and neighborhood schools, trained school staff conducts a Home Language Survey upon enrollment to determine if the student has a primary or home language other than English. The Home Language Survey is completed as part of the initial questions asked of all parents and documented in the data based system. Parents who answer "Yes" to any of the following three prompt questions:

- Did the child learn to speak a first language other than English?
- Is the language most often spoken by the child, one other than English?
- Is the language most often spoken in the child's home, one other than English regardless of the language spoken by the child?

They are considered potentially eligible English Learners for alternative academic program services and are referred to the Multilingual Multicultural Education Office for assessment and registration.

At the Multilingual Welcome Center, incoming students and their legal guardian (a parent or another adult with proof of official guardianship) will secure the following:

- birth certificate (passport, I 94, baptismal records)
- proof of residence
- immunization records
- school records
- legal guardianship documents

In addition to these documentations, the guardian and the office specialist will complete the Student Enrollment Form which is a multiple part document that contains student's demographic information. The Home Language Survey questions are also an integral part of the Student



Enrollment Form (See form below), which is periodically updated to meet district guidelines. The Student Enrollment Form is maintained in the office files. Students are then enrolled in the District's computer database system at the Multilingual Multicultural Education Office.

# Student Enrollment Form



Re-enrollment  Pre-registration  Never enrolled at CMSD

1111 Superior Ave. E, Suite 1800, Cleveland, OH 44114 • 216.838.0000

Student's legal name: \_\_\_\_\_  
Last Name First Name Middle Initial Suffix

Address: \_\_\_\_\_ Apt. number: \_\_\_\_\_ Up  Down   
Number Street City Zip Code

Grade: \_\_\_\_\_ Most recent school district attended/Community school: \_\_\_\_\_

Birth day: \_\_\_\_\_ Birth place: \_\_\_\_\_ Nickname: \_\_\_\_\_  
Month Date Year City State

Gender:  
 Male  Female

Is student of Hispanic/Latino origin, regardless of race?  
 Yes  No

Race (select at least one):  
 White  Black/African-American  
 Asian  American Indian/Alaska Native  
 Hawaiian/Other Pacific Islander

Student Lives With: (check all that apply):  
 Mother  Father  Step-parent  Foster parent  
 Legal guardian  Host parents (foreign exchange student)  
 Self – Independent student  Other (explain):  
\_\_\_\_\_

Are you or your child currently homeless, doubled-up for economic reasons (living in someone else's home), or an unaccompanied youth (student living and in the care of someone who is not the custodial adult)?  
 Yes  No

Legal Custody:  
 Mother and Father – Legally married  
 Mother – Never legally married to biological father  
 Father – Never legally married to mother/established paternity through courts  
 Shared parenting through divorce or legal separation  
 Parents legally married but not living together  
 Student is 18 years old and lives independently  
 Legal guardian<sup>f</sup>  
 Grandparent Affidavit/Power of Attorney<sup>f</sup>  
 CCDCFS<sup>f</sup>

Court Journal entry: \_\_\_\_\_  
 Probate Court  Juvenile Court

<sup>f</sup>Case Number: \_\_\_\_\_

School choice(s):  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

Did the child learn to speak a first language other than English?  
 Yes  No

Is the language most often spoken by the child one other than English?  
 Yes  No

Is the language most often spoken in the child's home one other than English regardless of the language spoken by the child?  
 Yes  No

Native language: \_\_\_\_\_  
\_\_\_\_\_

Is the child in gifted or advanced placement classes?  
 Yes  No If yes, describe services:  
\_\_\_\_\_  
\_\_\_\_\_

Does the child have a 504 Plan or medical plan?  
 Yes  No If yes, describe services:  
\_\_\_\_\_  
\_\_\_\_\_

Does the child have a current IEP (special education)?  
 Yes  No If yes, list year of most recent evaluation:  
\_\_\_\_\_

If yes, do you have a copy of the IEP and MFE?  
 Yes  No If yes, indicate program:  
\_\_\_\_\_

Is the child currently suspended?  
 Yes  No If yes, from what district?  
\_\_\_\_\_

Is the child currently expelled?  
 Yes  No If yes, from what district?  
\_\_\_\_\_

End date: \_\_\_\_\_

Revised 11/02/2015

**Parent(s)/Guardian Information**

Name: \_\_\_\_\_

<input type="checkbox"/> Single	<input type="checkbox"/> Married	<input type="checkbox"/> Remarried	<input type="checkbox"/> Lives with	Relationship to child: _____
<input type="checkbox"/> Divorced	<input type="checkbox"/> Separated	<input type="checkbox"/> Deceased	<input type="checkbox"/> Does not live with	

Address: \_\_\_\_\_  
Number Street City Zip Code

Completing this section ensures you will be notified of important information affecting your child(ren)

<input type="checkbox"/> E-mail _____	<input type="checkbox"/> Home Phone _____	<input type="checkbox"/> Text message opt out
<input type="checkbox"/> Cell Phone _____	<input type="checkbox"/> Work Phone _____	

Name: \_\_\_\_\_

<input type="checkbox"/> Single	<input type="checkbox"/> Married	<input type="checkbox"/> Remarried	<input type="checkbox"/> Lives with	Relationship to child: _____
<input type="checkbox"/> Divorced	<input type="checkbox"/> Separated	<input type="checkbox"/> Deceased	<input type="checkbox"/> Does not live with	

Address: \_\_\_\_\_  
Number Street City Zip Code

Completing this section ensures you will be notified of important information affecting your child(ren)

<input type="checkbox"/> E-mail _____	<input type="checkbox"/> Home Phone _____	<input type="checkbox"/> Text message opt out
<input type="checkbox"/> Cell Phone _____	<input type="checkbox"/> Work Phone _____	

**Emergency Contact Information (in addition to contacts listed above)**

Name: \_\_\_\_\_ Relationship to child: \_\_\_\_\_

Address: \_\_\_\_\_  
Number Street City Zip Code

Telephone: ( ) \_\_\_\_\_ E-mail: \_\_\_\_\_

**Please list all other children under the age of 22 who live at the home address:**

NAME	GRADE	DATE OF BIRTH	GENDER	RELATIONSHIP TO CHILD	CURRENT SCHOOL

How did you hear about CMSD?  Mailer  Facebook  E-Newsletter

Radio  Flyer  Friend/colleague  Other: \_\_\_\_\_

Newspaper  Community event  CMSD employee \_\_\_\_\_

Website  School visit  Cleveland resident \_\_\_\_\_

Why did you choose your child's school?

<input type="checkbox"/> Distance from home/work/childcare	<input type="checkbox"/> Word of mouth/Recommendation
<input type="checkbox"/> Programs offered at building	<input type="checkbox"/> Other: _____
<input type="checkbox"/> State rating	

*The Cleveland Metropolitan School District has the authority to require students to be immunized as a requirement for admission to school, except in situations of good cause such as religious convictions. I am signing that I am aware of the District's Immunization Policy. I am also signing that I hereby certify, under penalty of perjury, that all of the information that I have given is correct in all respects to the best of my knowledge.*

Parent/Legal Guardian/Independent Student: \_\_\_\_\_ Date: \_\_\_\_\_

Revised 11/20/2015



**Multilingual Multicultural Education Office**  
**Student Enrollment Form/Parent Interview/Page 3**

<b>For Office Use Only</b> <b>Lau Code:</b> _____
--

Student Name: \_\_\_\_\_

Live in continental U.S.A. previously?  YES  NO City of Origin: \_\_\_\_\_

Country of Origin: \_\_\_\_\_ Citizenship Status:  (Citizen)  (Refugee)  (Immigrant)  (Migrant)

Date of entry to the U.S.A.: \_\_\_\_\_ Date Entered USA School: \_\_\_\_\_

**Educational Background:**

**Schools previously attended (start with most recent school):**

<u>NAME OF SCHOOL</u>	<u>CITY/STATE-COUNTRY</u>	<u>GRADE</u>	<u>YEAR</u>	<u>TYPE PROGRAM/SERVICE</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**Student School Records:** YES \_\_\_\_\_ NO \_\_\_\_\_ **At what age did your child enter school?** \_\_\_\_\_

**Has your child:**

- Attended school regularly? YES \_\_\_\_\_ NO \_\_\_\_\_
- Been promoted on the basis of age? YES \_\_\_\_\_ NO \_\_\_\_\_
- Failed a grade? YES \_\_\_\_\_ NO \_\_\_\_\_
- If YES, state grade (s) and reason for failure. \_\_\_\_\_
- Ever been interrupted from his education? YES \_\_\_\_\_ NO \_\_\_\_\_
- If YES, state reason and length of interruption. \_\_\_\_\_
- Has student received Bilingual Education Services?  Yes  No If yes, number of years: \_\_\_\_\_
- Has student received English as a Second Language instruction?  Yes  NO If yes, number of years: \_\_\_\_\_

***Home Language Usage Survey***

Parents speak mostly \_\_\_\_\_ in the home

Parents speak mostly \_\_\_\_\_ with the student /Student preferred language \_\_\_\_\_

STUDENT LANGUAGE SURVEY					
1) Never	2) Hardly Ever	3) Some Time	4) Mostly	5) Always	
Does your child speak a language other than English at home?					
Does your child speak a language other than English outside your home?					
Does your child speak English at home?					
Does your child speak English outside your home?					
Does your child read in a language other than English?					
Does your child write in a language other than English?					
Does your child read in English?					
Does your child write in English?					
<b>Total:</b>					

## B. Testing Procedures Results for New Students

The Assessment Specialist assigned to the Multilingual Multicultural Education Office will administer the IDEA Proficiency Tests (IPT) to every potentially eligible student at the time of enrollment or within (10) days of being identified as an eligible student to receive bilingual/ESL services. Prior to testing, parents will receive an orientation of the test and its purpose to establish positive communication, and to involve the parent at the initial process in their child's education.

### The IDEA Proficiency Test (IPT)

The IDEA Proficiency Test is a standardized language proficiency test that evaluates multiple aspects of proficiency in the English language. It is a good measure of the complex language skills (Aural/Oral, Reading and Writing). The English language proficiency results easily relate to the general education curriculum and pave the way for good decisions for placement and services for students. In the near future, there will be a screener to identify students as English Learners for school year 2017-18. More information will be forthcoming including the specific date when the screener will be available.

Based on the students IPT test results which combines the oral, reading and writing scores, the students will then be assigned to one of five categories based on language proficiency. However, note that the Oral English portion of the IPT is different by grade bands.

NES –Beginning (LAU A)	Limited English Proficiency, Non English Speaker
EL-Early Intermediate (LAU B)	Limited English Proficiency, Some Basic Communication Skills (BICS)
EL-Intermediate (LAU B and LAU C)	Limited English Proficiency, Basic Interpersonal Communication Skills (BICS)
EL-Early Advanced (LAU C)	Limited English Proficiency, Basic Interpersonal Communication Skills (BICS), Some to below average CALP (Cognitive Academic Language Proficiency)
Competent-Advanced (E students)	Full English Proficiency, Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency

### Additional Testing:

All students will be further tested with the Ohio State Tests (OST) and the Ohio English Language Proficiency Assessment (OELPA) and other district standardized tests in Reading and Math throughout the school year. The results will be used to determine student progress in English Language Acquisition for monitoring student's academic progress and EL reclassification at the end of the school year.

## **C. Eligibility**

Students that score in the Non-English Speaking (NES)- Beginning and Limited English Proficient (EL) categories or if they score in the Competent-Advanced category remaining below proficient level on Reading or Writing standardized tests, such as OELPA and any other district benchmark standardized tests, are considered eligible for the Multilingual Multicultural Education Program. Students are then placed in the appropriate level of service. Students in the Competent-Advanced category who score proficient or above in Reading or Math are placed in the general education program.

### **Students in grades Preschool to First Grade**

Students in Preschool and Fall Kindergarten assignment are administered the Pre-IPT test. Students in Spring Kindergarten and First Grade assignments are administered the IPT Early Literacy test. The same procedures from above are followed to determine eligibility. In special circumstances when students are not able to be administered the IPT test due to other factors, student will be eligible for services if they are identified on the Home Language Survey as having a first language other than English or if a language other than English is spoken regularly in the home.

Students who score in the Fluent English Speaking (FES)-Advanced category level on the Pre-IPT or Early Reader on the IPT Early Literacy test will not be eligible for services and will be assigned to the general education program.

### **Students with Disabilities**

It is understood that students who are eligible to receive program services (i.e. Bilingual or ESL services) will receive them regardless of whether they receive special education services. Furthermore, a student being handicapped does not eliminate the obligation to provide the student with Multilingual Multicultural Program services. During the parent interview and the assessment administration process, if a student is identified with a disability, the Assessment Specialist will notify the school sending copies of the student's special education documents to the School Psychologist, Special Education Department, Psychological Office and Office of Related Services. Parents are given a copy of Whose IDEA Is This? In their native language, if available; and are told to follow up with their child's assigned school and teacher.

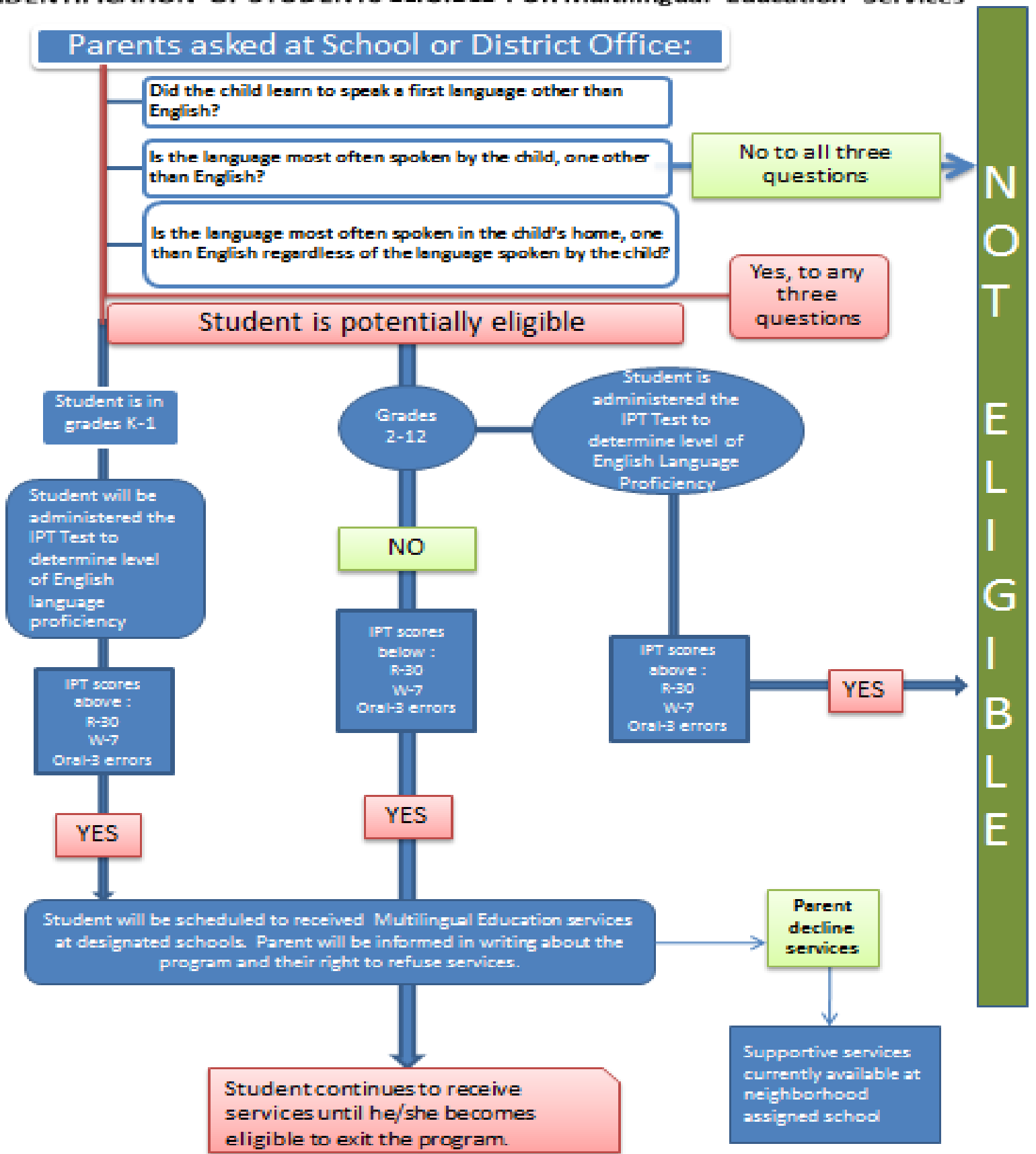
For students without documentation but with a suspected disability at the time of the assessment and the parent interview process, will be handled on a case by case basis. The Assessment Manager will provide the Special Education Department with the pertinent information needed to follow up with the families. The Special Education Department, Office of Related Services, Psychological Office and the The Special Education Department, Office of Related Services, Psychological Office and school will also receive a copy if the evaluation process was started in the student's previous school district. Parents are provided a full orientation of these procedures in their native language and necessary follow up.

Students that arrive to the district with appropriate and current documents such as Individualized Educational Plan (IEP), Multi-Factored Evaluation (MFE), Evaluation Team Report (ETR), a 504 plan, will be tested based on grade level and Individualized Educational Plan. Parents are also notified of the test results; informed of program services available at the different schools, as well as, a

possible school assignment change due to Special Education Services availability. For families of low incident student language enrollment, the Multilingual Multicultural Education Office will seek to contract external sources to provide interpretation and translation services to ensure appropriate and effective services.

The Assessment Manager and/or Assessment Specialist will also complete the Multilingual Multicultural Education Program Special Education Data sheet (translated from Spanish to English) with baseline data information, disability, accommodations, modifications, interventions, Speech and Language information, and all other information pertinent for the Special Education Department to utilize in the identification and coding process of Bilingual students. A copy of the Individualized Education Plan is forwarded to the school psychologist, Special Education Department, Psychological Services and Office of Related Services (if applicable). Once the enrollment process is completed, the family is given an orientation in the native language and/or in English about district programmatic services available and school information.

**Cleveland Metropolitan School District**  
**IDENTIFICATION OF STUDENTS ELIGIBLE FOR Multilingual Education Services**





## **PARENT NOTIFICATION**

At the conclusion of the testing and simultaneous assignment of an eligible student to program services, the Assessment Specialist will give the parents a description of program services (in their native language) and /or in collaboration with other language minority staff who will explain the purpose of these services, and the manner in which the student will be serviced. The Assessment Specialist will also present the Bilingual Orientation Form to parents where they will choose to sign program acceptance or decline if they do not want these services for their student. A copy of this form will be maintained at the Multilingual Multicultural Education Office in the student's file. If a parent opts to withdraw the student from the program, the student will receive whatever supportive services which are currently available at the assigned school.

### **D. Placement**

#### **NEWCOMER IDENTIFICATION AND PLACEMENT**

The INA at Thomas Jefferson School is designed to meet the linguistic needs of the growing culturally diverse student population of the Cleveland Metropolitan School District. A Newcomer Student is defined as an ELL who is a recent immigrants with limited or interrupted schooling in their home countries. Major goals of the newcomer programs include the acquisition of beginning English language skills, core academic skills, and acculturation to the U.S. school system. (Bardak, 2010) (American Institute of Research-AIR) The Academy is designed to primarily provide newly arrived immigrants, refugees and migrant students with immediate intensive instructional support to ensure their academic success.

Eligible students will be non-English proficient students in grades Pre-K-12 and will receive specialized, accelerated English as Second Language (ESL) within a standards-based instructional curriculum and enrichment activities. The aim of the Academy is to help students learn English to communicate successfully in school and achieve academically in all content areas, and use the newly acquired language and socially and culturally appropriate ways.

#### **Entrance Criteria**

A Newcomer Student is defined as an ELL who is a recent immigrants with limited or interrupted schooling in their home countries. Students present gaps in education, have little or no formal schooling, and are in need of acculturation in the U.S. school system. Major goals of the newcomer programs include the acquisition of beginning English language skills, core academic skills, and acculturation to the U.S. school system. (Bardak, 2010) (American Institute of Research-AIR) The following criteria is adopted when entering the Newcomers Program:

- IPT Score of NES – Score of 0-2 Overall
- Interrupted and/or no Formal Schooling
- No exposure to English and/or English Second Language Curriculum
- Little or no literacy in the student's native language
- Less than one school year in the United States
- Priority will be given to recent immigrants with limited or interrupted schooling in their home countries.

## *Enrollment at Thomas Jefferson International Newcomers Academy*

A **Newcomer Student** is defined as an ELL who is a recent immigrants with limited or interrupted schooling in their home countries. Major goals of the newcomer programs include the acquisition of beginning English language skills, core academic skills, and acculturation to the U.S. school system. (Bardak, 2010)

### K-8 Students Exposed to ESL Curriculum

- Recommendation to enroll at Neighborhood Multilingual Site according to the languages the school services
- Spanish speaking students have the option of attending the Dual Language Program Model at Luis Muñoz Marin and Buhner Dual Language
- **Reasoning** - Students are exposed to ESL curriculum regardless of their level. These students are not considered newcomers.

### K-2 Other Spanish Speaking Countries

- Recommended to attend their neighborhood bilingual site and other district programs, not Newcomers academy unless parent requests this option.
- Another option for these students is the Dual Language program model at Luis Muñoz Marin and Buhner Dual Language
- **Reasoning** - These students are learning to read regardless of the language and will get Sheltered instruction at the neighborhood bilingual site.

### Gr. 3-8 Other Spanish Speaking Countries

- Recommended to attend Thomas Jefferson INA, but also provided the option of their neighborhood bilingual site and other district programs.
- Another option for these students is the Dual Language program model at Luis Muñoz Marin (Grade 3 Only) and Buhner Dual Language.
- **Reasoning** - If students are literate in Spanish, their transition to English will be less difficult (Cummins, 1998).

### Gr. K-8 (All Other Languages)

- Recommended for Lau A students to Attend Thomas Jefferson International Newcomers Academy.
- **Reasoning** - Students have not been exposed to ESL curriculum or the English language. IPT will be the determinor of the placement.

### High School Level Grades 9-12

- Recommended for students to attend Thomas Jefferson International Newcomers Academy - **LAU A ONLY**.
- Students MUST also be given the high school options.

## Assessment and Progress Monitoring

Student language acquisition and academic performance progress will be assessed through a variety of measures, including: the IPT, (administered at the time of registration), the OGT / OST, OELPA and other district assessments, KRAWL, English-Language Development Observation Checklist, and Oral Reading Record Analysis, to monitor progress in the five language domains. Other rubrics and classroom assessment tools will be used regularly to monitor individual student progress and for group level placement. This instrument along with OELPA scores will be the primary data that will determine program exit or school reassignment decisions. Pre K and kindergarten newcomer students will be given priority for remaining in the program for two consecutive years.

Ongoing assessment support will be an integral part of this process. This will allow teachers to reflect on implemented ELL best practices, activities, and learning outcomes. The assessment components of the adopted program materials will be utilized to help teachers place ELL students appropriately and make informed instructional decisions. It also provides a detailed benchmark of students' skills and strategy development to help evaluate how well students are mastering new skills, when students need additional support, and are ready to advance.

### **Exit Criteria** *(This task will be performed solely by the Multilingual Multicultural Education Office)*

The decision to exit a student from the Newcomer program will follow a standardized procedure, including but not limited to, case by case, time of arrival in the US, and OELPA Composite scores. The following Exit Criteria shall be adopted as per Ohio Department of Education Guidelines on November 11, 2016:

- Grades PK-8:
  - Program exit determined once the students in grades PK-8 have reached their maximum program time limit of two consecutive years or
  - An OELPA Composite Score of Progressing (Score of 2), regardless of their time in the program.
  - Whichever one of the above comes first.
  
- Grades 9-12:
  - High School students are provided the choice of remaining in the program throughout their high school experience or their school of choice after they have reached their 2 year mark. The district provides a school choice for students in grades 9-12 in order for students to have comparable access opportunities to prepare them for college and careers as their non-EL peers. (ESSA/NCLEA, 2016)
  
- NOTE: Parents may exit their child from the Newcomers program to their school of choice at any time.

## **REGULAR PLACEMENT**

### **GRADE LEVEL PLACEMENT AT THE ELEMENTARY AND MIDDLE SCHOOL LEVELS (K-8):**

#### ***STUDENTS WITH TRANSCRIPTS:***

Students who are able to present transcripts describing their previous schooling will be considered for grade levels comparable to those indicated on their transcripts.

#### ***STUDENTS WITHOUT TRANSCRIPTS:***

Students without transcripts are placed at a grade level comparable to their age. Every effort will be made to not place students in more than one grade level below their age group depending on the academic level and special circumstance of each individual student.

### **GRADE LEVEL PLACEMENT AT THE SECONDARY LEVEL (9-12):**

The purpose of the Academy is to provide a safe, nurturing, structured academic environment where students can focus on making a successful transition to high school. Our students follow a rigorous curriculum with the goal of preparing them for the Ohio State Tests and placing them on the path towards graduation.

#### ***STUDENTS WITH TRANSCRIPTS:***

A student who is able to present a transcript of his or her previous schooling will be considered for the grade level comparable to that indicated on the transcripts.

#### ***STUDENT WITHOUT TRANSCRIPTS:***

Students will be placed in the ninth grade level regardless of their age. If a student presents official transcripts at any time during the first year of enrollment, he/she will be reassigned to the appropriate grade level according to the credits earned.

Normal admission policies will apply in the registration and granting of credit to new immigrant students.

- Students who are under 21 years of age are allowed to enroll at the high school. The student may complete the semester in which he or she turns 21, but must then complete coursework in adult education if high school graduation is not completed as desired.
- The State of Ohio requires that a student receive at least 20 units of credits. A student who enrolls by the end of the first semester will receive full credit for the class if course requirements are met.
- A student who is able to present proof of enrollment in another school during the semester of enrollment may earn full credit if he or she has been enrolled in a corresponding course.
- Before graduating from Cleveland Metropolitan Schools, students must earn at least 18 points on seven end-of-course state tests. End-of-course tests are: Algebra I or Integrated Math I Geometry or Integrated Math II American Government American History Each test score earns you up to five graduation points. You must have a minimum

of four points in math, four points in English and six points across science and social studies. Your school and district receive grades on the Ohio School Report Cards for all students' scores and participation on state tests. English I English II Biology

## EVALUATION OF TRANSCRIPT

### Official Transcript

The Cleveland Metropolitan School District honors official transcripts of new students from their country of origin or other school districts in hard or digital copy originated by the granting institution. Photographs or copies will not be accepted. A transcript can be presented in the language in which the document was originated. Official translations of transcripts will also be approved. The Multilingual Multicultural Education Program Office staff will assist in securing official transcripts and support school level staff such as principals and counselors with interpretation of documents for appropriate level placement and graduation requirements accreditation.

### Foreign Language Credit:

High school foreign transcript that show a student passed language course/s other than English, will receive foreign language credit for that language. If transcript that do not show courses in a language other than English, student must take a test in his/her native language in reading and writing and pass it to receive credit for the foreign language course. This foreign language test and rubric is designed by the Multilingual Multicultural Education Office and is the only one that must be used to exit foreign language courses.

## Ohio Graduation Requirements

### Requirements depend on the year of graduation:

Students who entered ninth grade for the first time in the 2014-2015 school year follow graduation requirements for the **class of 2018**. Please visit the following link for additional information:

<http://education.ohio.gov/Topics/Ohio-Graduation-Requirements/Graduation-Requirements-2018-and-Beyond>

Students who entered ninth grade for the first time before the 2014-2015 school year and those who repeated ninth grade in 2014-2015 school year follow graduation requirements for the **classes of 2014-2017**. Please visit the following link for additional information:

<http://education.ohio.gov/Topics/Ohio-Graduation-Requirements/Graduation-Requirements-2014-2017>

EL students will be given credit for course work completed in previous schools as proven by official transcripts. Previous course work in English or English as a Second Language (ESL/ESL) will be accredited as part of the English 4 unit course requirement.

## ESL REQUIREMENTS FOR GRADES 9-12

In grades 9-12, the English as a Second Language (ESL) program provides intensive practice in English during two periods of instruction at the beginning, intermediate and advanced levels. ESL classes consist of:

<u>LEVEL</u>	<u>GRADE</u>	<u>COMPOSITE SCORE</u>
ESL I	9 - 12	A
ESL II	9 - 12	B
ESL III	9 - 12	C
ESL IV	9 - 12	C and C-8

All ESL classes grades 9-12, receives 1 Carnegie Unit credit upon completion of one year's work. This credit is applied to the minimum English requirements of four (4) units of credit. Students can be accelerated to the next level of ESL during the course of the year if the student progress in English language development merits the change.

At the senior high school level, when students are trial mainstreamed or exited from the Multilingual Multicultural Education Program, the first mainstream English course they will take will be English 1 (Grade 9 English) no matter what previous bilingual course work has been taken and no matter what their grade level. If students take additional English courses after they complete English 1, they will follow the regular sequence for English courses.

A student may be enrolled in ESL IV and a Standard English I class at grade 12. Otherwise, students are to complete the ESL sequence before enrolling in a Standard English I class. Students Coded Lau C who have completed the ESL instructional program and are eligible for remedial reading programs will be enrolled in the appropriate program. If eligible, the student will be enrolled in the reading support program/class associated with the grade level English course in which they are enrolled.

### Level of Services

At the time of placement and results of testing, a Limited English Proficient (EL) student will be assigned a Lau code (a letter classification of A, B, C, or E) to describe the student's level of English language proficiency (i.e., level of comprehension, speaking, reading, and writing skills.) aligned with the IPT tests results. A Lau code of E is assigned to students found not eligible for program services. A Lau Code of A, B, C are described as follows:

#### Lau Code A Newcomers

A Newcomer Student is defined as an ELL who is a recent immigrants with limited or interrupted schooling in their home countries. Students present gas in education, have little or no formal schooling, and are in need of acculturation in the U.S. school system. Newcomer students have a different writing and reading system then of the alphabet system utilized in the USA and come with no formal English language proficiency or literacy in their native language.

**Lau Code A**

These students are non-English proficient and will be unable to benefit from their total school experience without Multilingual Multicultural Education Program services. Their oral English proficiency is limited to isolated words, phrases, and non-verbal expressions or very simple sentences. In reading in English, students can demonstrate limited comprehension, and rely on picture cues for understanding. Students can also participate in reading, writing, of known elements according to level of literacy in the native language. Generally, these students score Beginning-NES on the IDEA Proficiency Test or they are unable to take the test.

**Lau Code B**

These students are limited English proficient and need supportive services from the Multilingual Multicultural Education Program. The oral English proficiency consists of complete sentences which contain repeated errors in grammar and vocabulary. Students can repeat, recite and memorize language and use routine expressions independently. They can participate in reading activities with greater confidence and understanding below one or two grade levels. Generally, these students score Early Intermediate on the IDEA Proficiency Test.

**Lau Code C**

These students are limited English proficient and need reinforcement supportive services from the Multilingual Multicultural Education Program. Their oral English proficiency consists of sentences with native like fluency with occasional errors in either vocabulary or grammar. Students can explain, describe, compare and retell in response to literature and use emerging levels of expository and creative writing. Underachievement in reading and other major subject areas have been identified as being largely related to lack of English language proficiency. Generally, these students scored Intermediate or Early Advanced on the IDEA Proficiency Test.

All students eligible for placement in the Multilingual Multicultural Education Program will be assigned to designated schools and classrooms with the appropriate staff and supportive instructional services. As soon as eligibility is determined, and parents accept services, the student is given an appropriate programmatic assignment at the designated program school site based on their native language, grade, or geographic area of residency. Students continue to receive such services as they move from grade to grade or progress in the levels of English language proficiency until the conditions of the Trial Mainstream and State Exit criteria are met, or the parents or legal guardian declines program services. The following charts illustrate the level and type of program services offered to students at these schools.

## MULTILINGUAL MULTICULTURAL EDUCATION

Upon registration into the district, students from homes where a language other than English is spoken must report to the Multilingual Multicultural Education Assessment Center to have their English proficiency assessed. Upon completion of the English listening, speaking, reading and writing assessments, they are assigned a Lau Composite Code and service Code. Contact the Multilingual Multicultural Education Office at 404-5113 for additional information or support.

### LAU COMPOSITE CODES

- **Lau Code A** – Pre-functional level limited English proficiency
- **Lau Code B** – Beginning level limited English proficiency
- **Lau Code C** – Intermediate and Advanced level limited English proficiency
- **Lau Code D** – Exited from English language support services
- **Lau Code E** – English proficient, no language service required-A regular education student

### SERVICE CODES

<b>Service Code 0</b>	<b>Declined Service:</b> Parents/legal guardians choose a home school assignment for their eligible child by completing a waiver. The student will receive the regular school assignment.
<b>Service Code 1</b>	<b>Bilingual Education:</b> Primary language instruction and English as a Second Language in an elementary self contained classroom.
<b>Service Code 2</b>	<b>Content-based ESL:</b> Model of language education that integrates language and content instruction in the second- language classroom. Second-language teachers use instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicles for developing second language, content, cognition, and study skills.
<b>Service Code 3</b>	<b>Sheltered English Instruction:</b> Approach that uses language and context to make academic subject matter more comprehensible to ELL's via the SIOP Model.
<b>Service Code 4</b>	<b>Newcomer Program:</b> Sheltered instruction with bilingual support specifically designed for students new to the U.S. and at the beginning English language proficiency level
<b>Service Code 5</b>	<b>Itinerant Services:</b> Regular classroom with English language instruction in all major subjects with supplemental ESL/Bilingual itinerant support for students grades K-12.
<b>Service Code 6:</b>	<b>Dual Language Program:</b> Two-way immersion Spanish/English instruction
<b>Service Code 7:</b>	<b>Bilingual Special Education:</b> Language support with English as a Second Language in the student's designated special education setting.
<b>Service Code 8:</b>	<b>Trial Mainstream:</b> Standard education program without bilingual instructional services.
<b>Service Code 9:</b>	<b>Bilingual Education/Newcomer:</b> Primary language instruction or support and English as a Second Language for Newcomer students at an alternate bilingual program school.

*"The primary goal of the Cleveland Municipal School District is to become a premier school district in the United State of America"*



## **IV. Educational Programs**

### **Bilingual Instruction Model**

This model will provide for English language development and native language instruction in the four core subject areas using certificated bilingual teachers or teachers with validation in Teaching English to Students of Other Languages (TESOL). This model will be recommended where there are twenty (20) or more students of the same language background at the grade levels 6 to 12. This model is recommended for all NES to LES categories. (Service Code 1)

### **Content Based English as a Second Language**

A model of language education that integrates language and content instruction in the second-language classroom. Second-language teachers use instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicles for developing second language, content, cognition, and study skills. (Service Code 2)

### **Sheltered English Instruction**

A teaching strategy that uses language and context to make academic subject matter more comprehensible to ELLs. Teachers use SIOP, a research-based, explicit model of sheltered instruction, in which the language and context for academic subject matter are adapted for ELLs. (Service Code 3)

### **Newcomer Program Model**

The INA at Thomas Jefferson School is designed to meet the linguistic needs of the growing culturally diverse student population of the Cleveland Metropolitan School District. The Academy is designed to primarily provide newly arrived immigrants, refugees and migrant students with immediate intensive instructional support to ensure their academic success. Eligible students will be non-English proficient students in grades Pre-K-12 and will receive specialized, accelerated English as Second Language (ESL) within a standards-based instructional curriculum and enrichment activities. The aim of the Academy is to help students learn English to communicate successfully in school and achieve academically in all content areas, and use the newly acquired language and socially and culturally appropriate ways. (Service Code 4)

### **Itinerant Services**

Regular classroom with English language instruction in all major subjects with supplemental ESL / Bilingual Itinerant Support. (Service Code 5)

### **Dual Language Program**

A multicultural learning community with a research-based curriculum program that provides the development of bilingual proficiency, both in English and in Spanish, for all participating students. Interactive instruction is provided in both languages across subjects. The curriculum (language arts, math, science, social studies, art, music, etc.) is taught primarily in the dominant language of the child during K-2 with a gradual increase in the second language instructional

time until a 50-50 balance is obtained at 3rd grade level and continued to 8th grade. (Service Code 6)

### **Special Education**

Language support with English as a Second Language in the student's designated special education setting. (Service Code 7)

### **STEM**

STEM stands for Science, Technology, Engineering, and Mathematics. Students who select to attend a STEM school will receive itinerant ESL and Bilingual Instructional Aide services at their STEM site.

## **V. Assessment & Evaluation**

### **EL Academic Progress**

The standardized testing program of the Multilingual Multicultural Education Office (MMEO) includes state and district tests. They are specifically designed to measure academic progress and English language proficiency, and are used for reclassification purposes.

The Multilingual Multicultural Education Office (MMEO) has established rigorous monitoring systems that include periodic benchmarks given by the state and district to allow monitoring English Learners progress over time, determine when students are not making appropriate progress, and provide additional support to enable English Learners to reach English proficiency and gain grade level content knowledge. MMEO must monitor to ensure that they are providing English Learners meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner.

### **State Assessment**

#### **Ohio State Tests (OST) reading and Math 3-8**

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 Learners receive a high-quality education. The results from state tests provide the MMEO with much-needed information about how all ELs are performing in the area of reading and math.

#### **Ohio English Language Proficiency Assessment (OELPA)**

The OELPA is an English language proficiency assessment. The OELPA is composed of four tests which 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.

## **Ohio Graduation Test (OGT) grades 11<sup>th</sup> and 12<sup>th</sup>**

At the high school level, the Ohio Graduation Tests (OGT) Assessments are aligned to Ohio's Academic Content Standards in reading, mathematics, science, social studies and writing that students must take to demonstrate proficiency before graduation. OGT is being replaced by the end-of course tests. Therefore, classes of 2016 and 2017, or 11th- and 12th-graders in the 2015-2016 school year. Due to assessment changes, these are the last students who must pass all five parts of the Ohio Graduation Tests to receive high school diplomas.

## **End-of Course Tests in the following High School Courses:**

### **HIGH SCHOOL COURSES**

**Classes of 2018 and beyond** – End-of-course tests in English language arts I and II, algebra I, geometry (or integrated mathematics I and II), biology or physical science (class of 2018 only), American history and American government.

**Classes of 2015-2017** – Ohio Graduation Tests and end-of-course tests in American history and American government.

## **District Level Assessments:**

### **STAR**

STAR Reading Enterprise is an assessment of reading proficiency and can be used to help teachers identify reading deficiencies. The assessment accomplishes this through a variety of reports, all of which are available immediately after a student completes a STAR test. STAR also provides a Student Diagnostic Report and the online Record Book feature, both of which are ideal for identifying students' strengths and deficiencies.

### **NWEA**

#### **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 policy makers' 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.

#### **CAP (Social Studies & Science) Grades 3-8**

The CAP assessments are a pretest-posttest design, with pretest forms administered at the start of the school year to establish a baseline measure of student knowledge and skills related to the grade specific content statements for each subject and separate and unique posttest forms administered near the end of the school year for each grade and subject. Therefore, comparing student scores from pretest to posttest provides a direct measure of student growth in the targeted subject. The calculation of the growth score for each student can be obtained by subtracting the pretest ability estimate for a student from the posttest ability estimate for that student.

### **Conditions for Learning (CFL)**

Conditions for Learning Survey is administered in schools across the United States, including the Cleveland Metropolitan School District. The survey assesses four core constructs within elementary, middle and high schools. It is given to students three times a year:

- A safe and respectful climate
- Challenge/high expectations
- Student support
- Social and emotional learning

### **Special Format Testing and 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 allows for the use of special testing accommodations. Eligible EL students may receive additional testing accommodations or special formats if they meet the following three conditions:

- Have been enrolled in US schools less than three years;
- Scored at a beginning or intermediate level in Reading on a test of English Language Proficiency; and
- Scored at a beginning or intermediate level in Writing on a test of English Language Proficiency.

## **VI. Reclassification and Exit Criteria**

### **Reclassification of EL Students**

Annually, at the end of the school year, reclassification will be initiated by the Multilingual Multicultural Education Office in conjunction with the Office of Accountability & Assessment. This reclassification process will be performed only until the Ohio Department of Education (ODE) defines the new criteria with the New Every Student Succeeds Act (ESSA) and the new Ohio English Language Proficiency Assessment (OELPA). Reclassifications will be performed as per the OELPA Test Composite Scores as follows:

### **Newcomer Students *(This task will be performed solely by the Multilingual Multicultural Education Office)***

The decision to exit a student from the Newcomer program will follow a standardized procedure, including but not limited to, case by case, time of arrival in the US, and OELPA Composite scores. The following Exit Criteria shall be adopted as per Ohio Department of Education Guidelines on November 11, 2016:

- Grades PK-8:
  - Program exit determined once the students in grades PK-8 have reached their maximum program time limit of two consecutive years or
  - An OELPA Composite Score of Progressing (Score of 2), regardless of their time in the program.
  - Whichever one of the above comes first.
  
- Grades 9-12:
  - High School students are provided the choice of remaining in the program throughout their high school experience or their school of choice after they have reached their 2 year mark. The district provides a school choice for students in grades 9-12 in order for students to have comparable access opportunities to prepare them for college and careers as their non-EL peers. (ESSA/NCLEA, 2016)
  
- NOTE: Parents may exit their child from the Newcomers program to their school of choice at any time.

### Lau Code Progressions and Program Exit Criteria

As of November 6, 2016 the state released the Ohio English Language Proficiency Acquisition (OELPA) Test results. Ohio uses the OELPA scores to determine the English language proficiency levels of students who have been identified as English learners (EL's). The score results are used as the state's progress indicator and exit indicator for students to be reclassified from the status of English learner. In OELPA, there are three overall performance levels: Emerging (Score of 1), Progressing (Score of 2), and Proficient (Score of 3). The performance levels are determined as follows by ODE:

- **Emerging** students are those scoring any combination of 1's and 2's across all four domains
- **Progressing** students are those scoring any combination across the four domains that does not fall into Proficient or Emerging.
- **Proficient** students are those scoring any combination of 4's and 5's across all four domains.

Based on the ODE criteria, reclassification criteria in CMSD will be performed solely on the OELPA results and will be as follows:

- **Lau code A** = Four domains combinations of scores are 1's & 2's
- **Lau code B** = A combinations of 2's & 3's in three domains and/or a score of 1 in one domain.
- **Lau code C** =A combination of 3's and 4's and/or a score of 2 in one domain
- **Lau Code C8 (Trial Mainstream)** = ODE considers English learners who score a combination of 5's and 4's in three domains and a score of 3 in one domain as Trial Mainstream

### Exit Criteria

The Ohio Department of Education (ODE) also made changes to the exiting criteria of English Learners (EL's) which will have an impact on the upcoming state assessments effective on November 11, 2016.

A student is exited (no longer English learner – Lau Code D) when the student has attained a performance level of Proficient on the OELPA. The Proficient performance level is defined as domain/test level scores of 4s and 5s in any combination across all four domains (listening, reading, writing and speaking). Students in grades K - 12 are eligible for exiting if the student receives a performance level of Proficient.

Ongoing assessment support will be an integral part of this process.

## **VII. Staff Development**

### **Professional Development**

Ongoing staff development opportunities are an integral component to the success of any educational program. Professional Development opportunities will be provided for all staff members in the Multilingual Multicultural Education Program inclusive of school principals and mainstream teachers. Staff development will focus on developing and refining teaching approaches to meet the special needs of EL students, and the increasing needs of culturally diverse student populations. Training sessions will be designed to improve teacher abilities to identify EL's needs will address 1) problem solving techniques to assist in increasing the achievement level of bilingual/ESL students; 2) as well as sensitize the staff to the unique cultural needs of EL students and parents.

Training opportunities will be organized as part of the district staff development program, or at the school level to meet the specific needs of students and teachers. Topics for these staff development sessions will be inclusive but not limited to the following based on teacher input and assessed needs of staff. All sessions will be aligned to the district's goals and initiatives as well as each school's Academic Achievement plan goals.

## **VIII. Parent, Community, and Student Engagement**

The Multilingual Multicultural Education Welcome Center ensures that all parents of language minority students have access to school and district level information in a language they understand. The office has equipment to provide interpreting services to ELL students and families. Translators and interpreters will be available in attempt to support all meetings to facilitate participation of parents from linguistic diverse communities. The Family and Student Engagement Specialist component of the Multilingual Multicultural Education Office will support and assists language minority families in any issues that may arise, such as: adjusting to the school system, cultural and social emotional. This will be done by coordinating services with local community agencies that the Multilingual Multicultural Education Office has partnered with. In addition, the Family and Student Engagement Specialist will facilitate services such as: Project Act, shelter, educational programming and school choice options.

### **Parent Out-reach**

The Family and Student and Engagement Specialist of the Multilingual Education Office will collaborate with the Family and Community Engagement Office (FACE), Principals, Dean of Engagement and SPO in organizing and providing training opportunities for linguistic diverse parents at the local school and district levels. At the school level, efforts to outreach and involve parents in volunteer activities will be part of the overall school program. Bilingual clerks and/or parent out-reach staff to help improve parent-school communication, will be assigned to schools with high enrollment of bilingual/ESL

students. School level flyers will be translated for parents according to the home languages of the students attending the school.

Other departments in the district provide services to bilingual parents such as Special Education, Psychological Services, Hearing and Appeals, Careers, and vocational student assignment and Pre-School programs will also make every effort to publish documents in the primary languages of the students enrolled in the district. Every effort will also be made to provide oral translations and/or to coordinate the support of interpreters by these departments with the Multilingual Multicultural Education Office. Participation in public meetings shall afford the parents the right to understandable dialogue in their native language. Dissemination of information and/or inquiry shall be made available in the language of the parents. Major documents published by the district will be translated for publication in the major languages of parents/legal guardians of children enrolled in the district. A major language is defined when the number of students speaking the language and receiving Lau services is 5% of the district enrollment.

## **IX. Appendix**

### **DEFINITION OF TERMS**

#### **Annual Measurable Achievement Objectives (AMAO)**

Per NCLB mandate, goals determined by the State to evaluate at a minimum, annual increases in number of children making progress in English, attaining English language acquisition, and making Adequate Yearly Progress (AYP).

#### **Assessment Center**

A component of the Multilingual Multicultural Education Program Office where students are assessed to determine Lau eligibility for bilingual, ESL program services.

#### **Bilingual Multicultural Endorsement**

An Ohio Department of Education endorsement requirement under the Teacher Licensure standards to teach EL students enrolled in the Multilingual Multicultural, ESL Education Program.

#### **Bilingual Paraprofessional**

A paraprofessional with a minimum of 60 college credit hours who provides academic reinforcement to EL students in English and in the native language in all subject areas.

#### **Bilingual Service Codes**

A number code 0 to 9 assigned to an eligible student describing the service the student is receiving.

#### **Bilingual Student**

A student who is proficient in two languages, one of which must be English

#### **Bilingual Teacher**

A certified teacher who is proficient in English and in the native language of the students assigned to him/her.

#### **Conversational Fluency**

The type of English that is acquired through everyday social interaction. It generally takes English Learners approximately one to two years to acquire conversational fluency. Contrast this with academic language proficiency

#### **English Language Development (ESL)**

A subject content area that uses the ESL methodology to teach English language proficiency skills, comprehending, speaking, reading and writing to all EL students assigned to the Multilingual Multicultural Education Program.

#### **Dual Language**

A model of bilingual education that aims for bilingualism, biliteracy, strong academic development, and positive cultural understanding and intercultural communication skills. Students generally participate in



dual language program for at least five to six years. They receive content area instruction in two languages; at least 50 percent and up to 90 percent of that content area instruction is through the minority language (language other than English in the United States).

### **English Language Learner**

A student who is in the process of learning English as a second/additional language. While these students should all be designated as ELLs by schools, educators may find ELLs who are designated as fully English Proficient (FEP) by local exit criteria. However, because many districts use inappropriate exit criteria, we find many ELLs who have developed conversational fluency in English but who are still acquiring academic language proficiency in English.

### **Exit**

Process by which a EL student leaves the Multilingual Multicultural Education Program after demonstrating ability to effectively participate in the standard education program.

### **Language Minority Student**

A student who speaks a language other than dominant societal language. In the United States, this refers to a speaker of any language or variety of language other than the Standard English (for example, black vernacular English or Ebonics, Spanish).

### **Lau Code**

A letter of A, B, C, D, and E, assigned to a bilingual student that describes the level of English language proficiency.

### **Lau Eligible**

A student who has been assessed by the Assessment Staff and found eligible to receive the services offered by the Multilingual / Multicultural, ESL Education Program.

### **Lau Print-out**

A listing of Lau eligible students by School, I.D. Number, Lau Code, Service Code, Language Code, Grade and Homeroom.

### **Limited English Proficient (EL)**

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. This student has been assessed by the Assessment Center of the Multilingual / Multicultural, ESL Education Office and coded A, B, C.

### **Monolingual Teacher**

A certified teacher who speaks only the English language assigned to work with EL students usually in a team teaching model with an instructional aide.

### **Native Language**

Primary or first language acquired by the student.

**Newcomers**

A Newcomer Student is defined as an ELL who is a recent immigrants with limited or interrupted schooling in their home countries. Major goals of the newcomer programs include the acquisition of beginning English language skills, core academic skills, and acculturation to the U.S. school system. (Bardak, 2010) (American Institute of Research-AIR)

**Notification/Withdrawal Letter**

A letter in which parents are notified of their child's eligibility to participate in bilingual/ESL services.

**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.

**Pull-out**

A teaching arrangement whereby a specialist teacher (such as ESL or bilingual) takes small groups of students out of the mainstream classroom for short periods of time to give them specialized support (such as ESL or native language instruction).

**Reclassification**

Involves the change of Lau code and/or 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**

Offers English Learners grade-level core content courses taught in English using instructional strategies that make the content concepts accessible while students are acquiring English as a second language. These programs are sometimes referred to as sheltered English instruction or specifically designed academic instruction in English (SDAIE). The term sheltered instruction may also be used to describe pedagogy rather than a program design. Sheltered instruction practices and individual sheltered instruction courses can be and often are implemented in conjunction with other program alternatives.

**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, trade mark and copyright are owned by Lesson lab/Pearson Education.

Support Services Programs offered by the school district such as BELL, remedial reading and/or proficiency intervention in Math to which the EL students are entitled if they meet the criteria for participation.

**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 Multilingual Multicultural Education Program.

**Trial Mainstream**

The requirement to EL students to participate one year in a standard classroom without bilingual assistance before considering exiting from the Multilingual Multicultural Education Program.

**Conversational Fluency**

The type of English that is acquired through everyday social interaction. It generally takes English Learners approximately one to two years to acquire conversational fluency. Contrast this with academic language proficiency.

## Cleveland Metropolitan School District

### Mission/Vision

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The Cleveland Metropolitan School District envisions 21st Century Schools of Choice where students will be challenged with a rigorous curriculum that considers the individual learning styles, program preferences and academic capabilities of each student, while utilizing the highest quality professional educators, administrators and support staff available.

### **Eric S. Gordon**

*Chief Executive Officer*

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