

Multilingual Multicultural Education Department

Cleveland Metropolitan School District
Achievement Network

Mission

- The mission of the Multilingual Multicultural Education Department is to provide equal educational opportunities, ensure a qualified and culturally competent instructional staff and promote cultural diversity in support of scholars within CMSD.



Meet our Staff

Administrative Office

Mr. José O. González, Ed.S. – Director

Mrs. Carmen M. Torres – Administrative Assistant to the Director

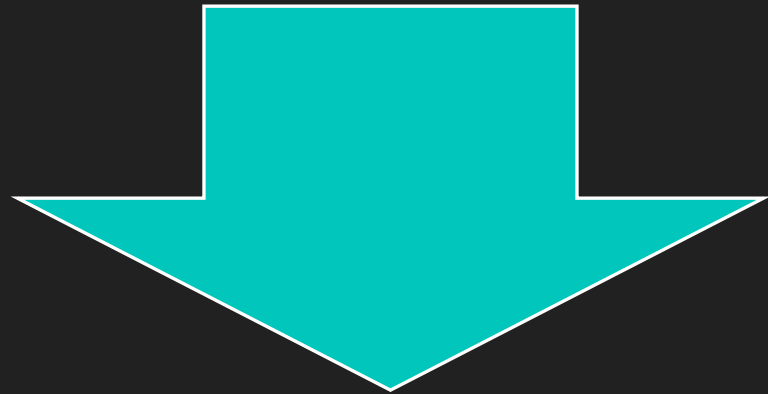
Curriculum & Instruction

- Loulou Elias, Manager-High Schools
- Samuel Román, Manager – K-8 Schools

Multilingual Welcome Center

- Janice Cedeño, Assessment & Student Placement Manager
 - Kimberly Berrios, Registration & Assessment Assistant
- Student Enrollment Specialists:
 - Marta Rivera
 - Kwater Nayef
- Family & Student Engagement Specialist:
 - Maribelle Guzman

Both Programs Federally Funded and Under the SAME Scrutiny



SPED

Multilingual
Education
(ELL's)



Our Services

MULTILINGUAL MULTICULTURAL EDUCATION

A comprehensive educational approach, which recognizes language and culture as key variables in the teaching-learning process.

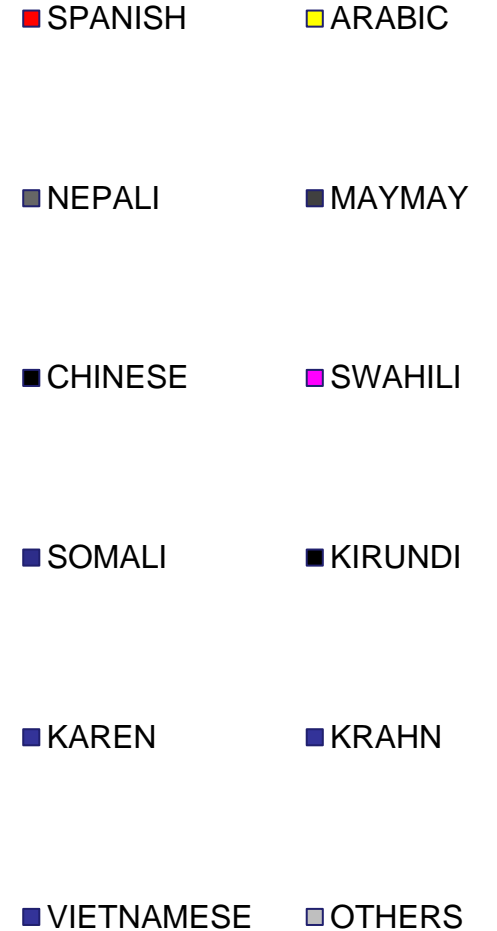
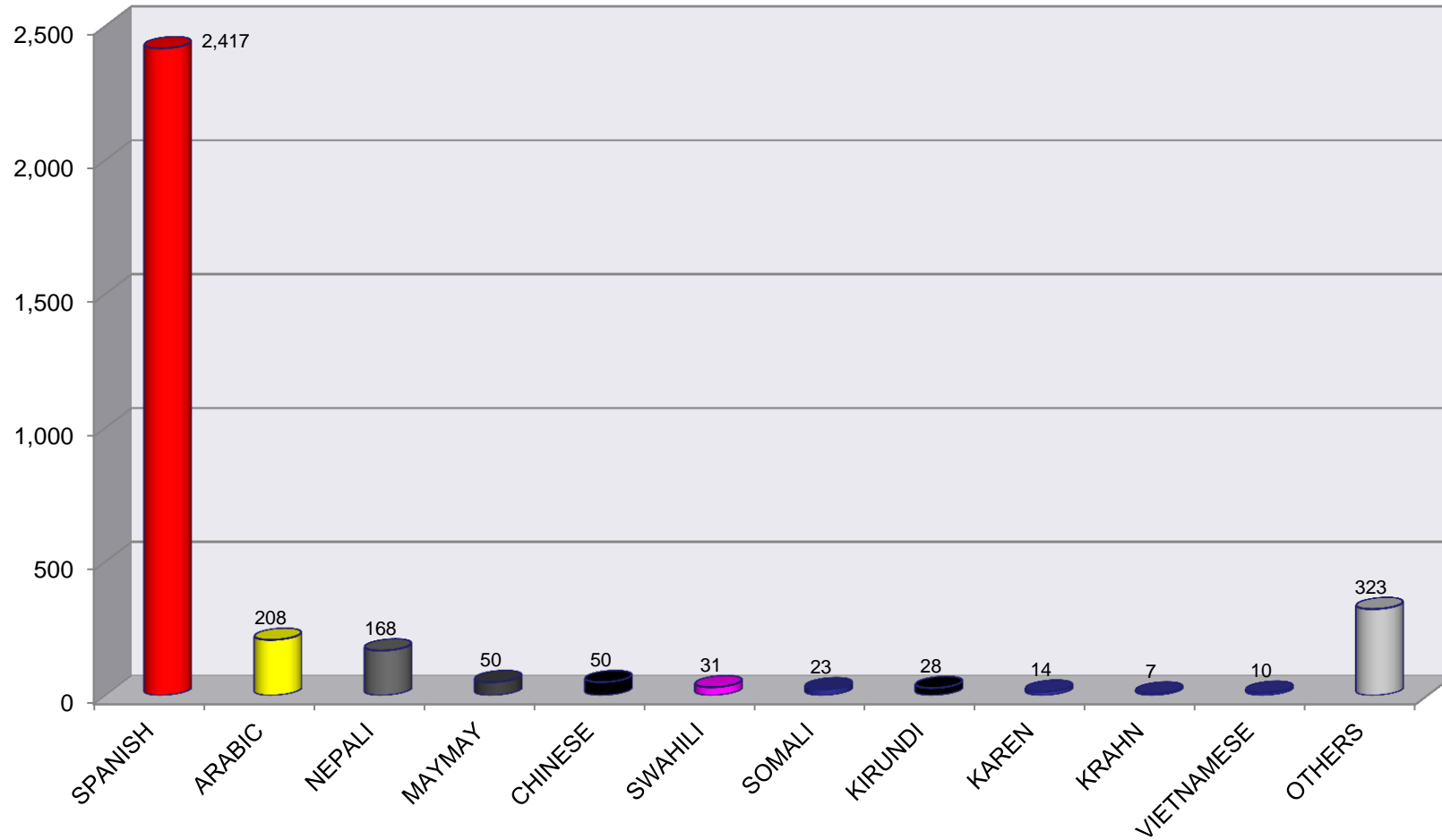
District Total Enrollment

43,267

ELL Student Enrollment

3,329

THE FIRST 10 LANGUAGES BY TOTAL ENROLLMENT



Program Goals

Bilingual/ESL:

Provide English Language Learners equal educational opportunities to participate and access the standard curriculum across disciplines, using instruction in English as a second language and the student's dominant language in order to ensure academic progress in the curriculum, until such time as a student is documented as English proficient.

Instructional Services are designed to Bilingual/ESL Education

- Enable all learners to master English language skills in the four communication domains of listening, speaking, reading and writing appropriate to grade, age and developmental level.
- Develop strong academic foundations and self-esteem in all learners integrating the acquired native cultural and linguistic competencies throughout the curriculum.

Multilingual Welcome Center

Provide bilingual families and students premier customer services in the following areas:

- Intake, assessment and placement of newly arrived students
- Orientation to District services and programs
- Parental engagement opportunities
- Resources and referral services
- Workshops and educational seminars

Program Services

Students:

- English as a Second Language
- Bilingual Instruction
- Dual Language Program (Spanish/English)
- Newcomers Program
- Bilingual Special Education
- Tutorial Services after-school and Summer School Enrichment Programs

Staff:

- Professional development opportunities to enhance professional practice, peer collaboration and career goals.

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

SERVICE CODES

Service Code 0	Declined Service: Parents/legal guardians choose a home school assignment for their eligible child by completing a waiver. The student will receive the regular school assignment.
Service Code 1	Bilingual Education: Primary language instruction and English as a Second Language in an elementary self contained classroom.
Service Code 2	ESL and Bilingual Instructional Support: English as a Second Language instruction and primary language and/or ESL instructional support in the major subject areas K-12
Service Code 3	ESL and/or Regular English with Tutorial Support: English as a Second Language and/or regular English instruction with bilingual program tutorial support, for low incidence languages.
Service Code 4	Newcomer Program: Sheltered instruction with bilingual support specifically designed for students new to the U.S. and at the beginning English language proficiency level
Service Code 5	Bilingual Tutoring: Regular classroom with English language instruction in all major subjects with supplemental tutorial support for students grades K-12.
Service Code 6:	Dual Language Program: Two-way immersion Spanish/English instruction
Service Code 7:	Bilingual Special Education: Primary language instruction or support with English as a Second Language in the student's designated special education setting.
Service Code 8:	Traditional Mainstream: Standard education program without bilingual instructional services.
Service Code 9:	Bilingual Education/Newcomer: Primary language instruction or support and English as a Second Language for Newcomer students at an alternate bilingual program school.

LAU COMPOSITE CODES

LAU Composite & Service Codes

- English Language Acquisition is a long-term process, and it occurs over time with learners moving through development Stages. Students are assigned LAU codes aligned with these English proficiency stages or levels:
 - **Pre-Functional** (Level 1)-LAU code A
 - **Beginners** (Level 2)- LAU code B
 - **Intermediate** (Level 3)-LAU code C
 - **Advanced** (Level 4)-LAU code C8 (Trial Mainstreamed)
 - **Fully Proficient** (Level 5)-LAU Code D (Exited)
 - **Did Not Qualify for Services** – Lau Code E

Our Services – Student Enrollment

- The following three home language surveys questions have been approved by the U.S. Department of Education Office for Civil Rights (OCR) and the U.S. Department of Justice (DOJ) in their compliance work under Title VI of the 1964 Civil Rights Act and the Equal Educational Opportunities Act of 1974. Asking these three questions, and then testing a student whose parent or guardian responded to one or more of these three questions with a language other than English, is considered minimally compliant under the law.
 1. What is the primary language used in the home, regardless of the language spoken by the student?
 2. What is the language most often spoken by the student?
 3. What is the language that the student first acquired?

Our Services – Student Enrollment

- If the answer is **YES** to any one of these questions, families **MUST** be referred to the Multilingual Welcome Center for an assessment and enrollment appointment.
- During the enrollment process Ells will take an English language assessment in the areas of Reading, Writing, Listening, Speaking and Comprehension to determine programmatic eligibility and meet student needs.

Our Services – Schools

- Professional Development
- Educational Coaching
- Student Placement Consulting
- Support for Academic Intervention
- Assessment Support
- Federal And State Compliance
- Student and Family Advocacy
- Student & Family Engagement
- Translation Services



Federal & State Compliance

Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs

- English learner (EL) students constitute nine percent of all public school students and are enrolled in nearly three out of every four public schools. Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.
- 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.

Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs

- Identifying and Assessing All Potential EL Students
- Providing Language Assistance to all EL Students
- Staffing and Supporting an EL Program
- Providing Meaningful Access to All Curricular and Extracurricular Programs
- Avoiding Unnecessary Segregation of EL Students
- Evaluating EL Students for Special Education and Providing Dual Services
- Meeting the Needs of Students Who Opt Out of EL Programs or Particular Services
- Monitoring and Exiting EL Students from EL Programs and Services
- Ensuring Meaningful Communication with Limited English Proficient Parents

#1 - Identifying and Assessing All Potential EL Students

Federal & State Compliance

School districts must have procedures in place to accurately and timely identify potential EL students. Most school districts use a home language survey at the time of enrollment to gather information about a student's language background and identify students whose primary or home language is other than English.

School districts must then determine if potential EL students are in fact EL through a valid and reliable test that assesses English language proficiency in speaking, listening, reading and writing.

#2 - Providing Language Assistance to EL Students

Federal & State Compliance

EL students are entitled to appropriate language assistance services to become proficient in English and to participate equally in the standard instructional program within a reasonable period of time.

School districts can choose among programs designed for instructing EL students provided the program is educationally sound in theory and effective in practice.

#3 - Staffing and Supporting an EL Program

Federal & State Compliance

EL students are entitled to EL programs with sufficient resources to ensure the programs are effectively implemented, including highly qualified teachers, support staff, and appropriate instructional materials.

School districts must have qualified EL teachers, staff, and administrators to effectively implement their EL program, and must provide supplemental training when necessary.

#4 - Providing Meaningful Access to All Curricular and Extracurricular Programs

Federal & State Compliance

EL students must have access to their grade-level curricula so that they can meet promotion and graduation requirements.

EL students are entitled to an equal opportunity to participate in all programs, including pre-kindergarten, magnet, gifted and talented, career and technical education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.

#5 - Avoiding Unnecessary Segregation of EL Students

Federal & State Compliance

School districts generally may not segregate students on the basis of national origin or EL status. Although certain EL programs may be designed to require that EL students receive separate instruction for a limited portion of the day or period of time, school districts and states are expected to carry out their chosen program in the least segregative manner consistent with achieving the program's stated educational goals.

#6 - Evaluating EL Students for Special Education and Providing Dual Services

Federal & State Compliance

EL students with disabilities must be provided both the language assistance and disability-related services to which they are entitled under Federal law.

EL students who may have a disability, like all other students who may have a disability and may require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, must be located, identified and evaluated for special education and disability-related services in a timely manner.

To avoid inappropriately identifying EL students as students with disabilities because of their limited English proficiency, EL students must be evaluated in an appropriate language based on the student's needs and language skills.

#7 - Meeting the Needs of Students Who Opt Out of EL Programs or Particular Services

Federal & State Compliance

All EL students are entitled to services. Parents may, however, choose to opt their children out of a school district's EL program or out of particular EL services within an EL program.

School districts may not recommend that parents opt out for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to opt their child out.

A school district must still take steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling.

#8 - Monitoring and Exiting EL Students from EL Programs and Services

Federal & State Compliance

School districts must monitor the progress of all EL students to ensure they achieve English language proficiency and acquire content knowledge within a reasonable period of time.

An EL student must not be exited from EL programs, services, or status until he or she demonstrates English proficiency on an ELP assessment in speaking, listening, reading, and writing.

School districts must monitor the academic progress of former EL students for at least two years to ensure that students have not been prematurely exited; any academic deficits they incurred resulting from the EL program have been remedied; and they are meaningfully participating in the district's educational programs comparable to their peers who were never EL students (never-EL peers).

#9 - Ensuring Meaningful Communication with Limited English Proficient Parents

Federal & State Compliance

LEP parents are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.

ELL/LEP Assistance Plan

ELL/LEP Assistance Plan Description

In Other Words:

Everything **MUST** be
Translated for Parents.

The District acknowledges that, under Title VI, it has an obligation to “adequately notify” national origin-minority group parents of school programs and activities that are called to the attention of other parents. The District further acknowledges that, under Title VI, it has the responsibility to ensure “meaningful access” to its programs and activities by persons with limited English proficiency. The District understands that the terms “adequately notify” and “meaningful access” mean that a parent who is considered to be limited English proficient (LEP) – based on his or her ability to read, speak, write, or understand spoken English – is not to be excluded from, or denied the benefits of, the District’s programs and activities. Based on the foregoing, the District proposes the following plan:

LEP Assistance Plan

- c. The building principal of each school building will ensure that a centralized list of LEP parents is maintained identifying those needing language assistance services, the type of language assistance services that they need, and keep an E-School Plus log of the language assistance services provided to them by date of service, type of service (e.g., translation or interpreter services for special education, disciplinary

LEP Assistance Plan

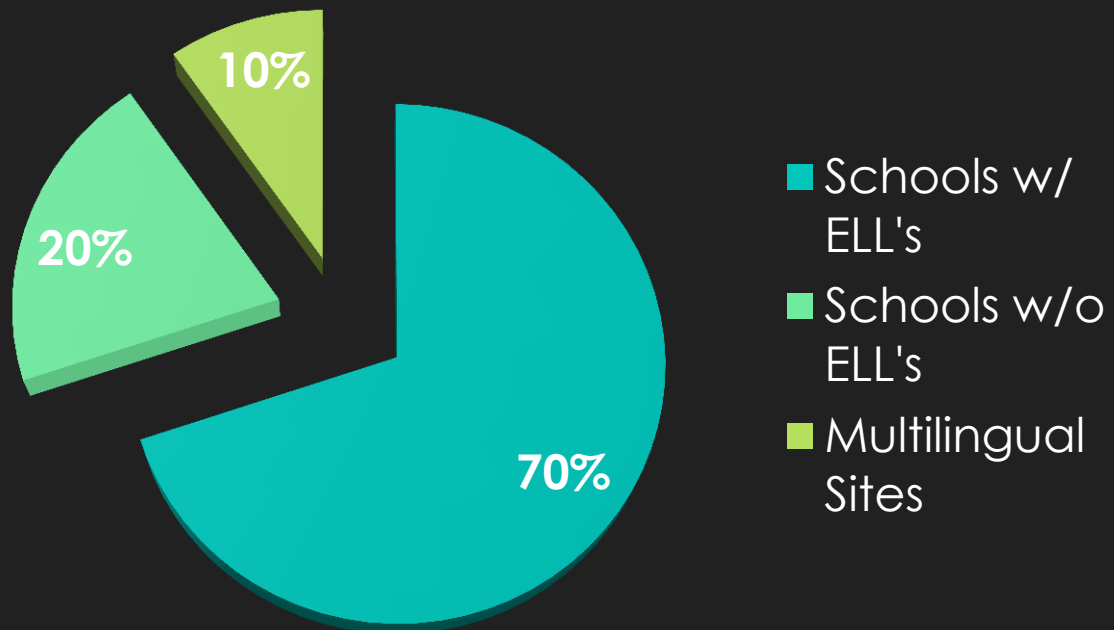
proceedings), and service provider (including name, position, and qualifications). Building administrative staff will ensure that the list is provided to all staff in the building that may interact with LEP parents, as well as to the central office administration. Staff for purposes of this Agreement will include all relevant administrators, teachers, counselors, and support staff. Information will also be available 24/7 via the District's E-School Plus database.

Let's Look at the
Data related to
Translation Input.....

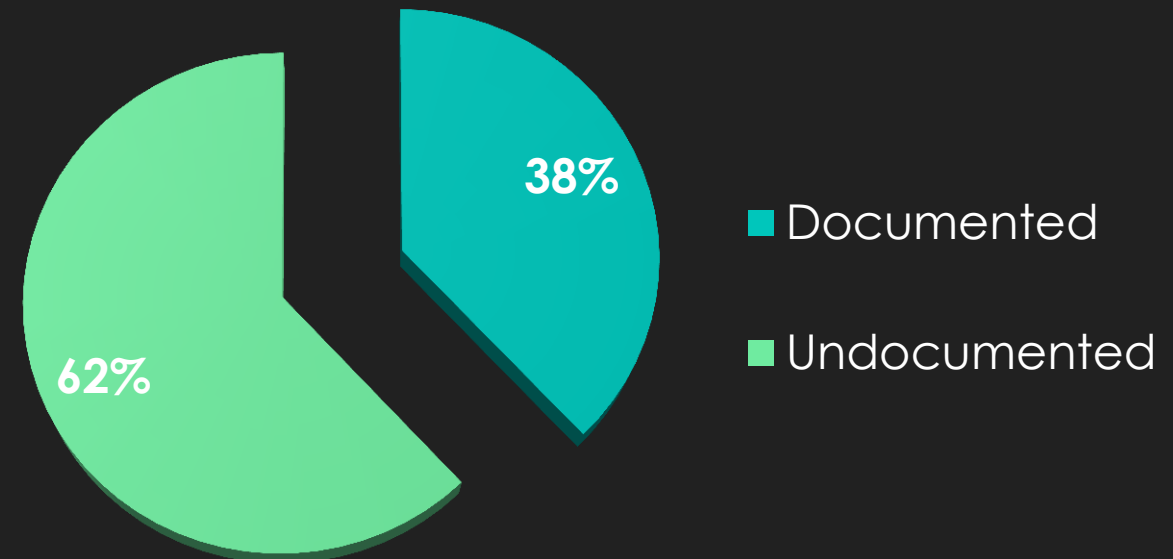


All Translations MUST be logged in E-School Plus.

CMSD ELL Enrollment



Logged Translations in E-School Plus



LEP Assistance Plan

- g. District staff will obtain appropriate, qualified translators or interpreters by submitting requests to the District's Multilingual Multicultural Education Office.
- h. The Multilingual Multicultural Education office will ensure that the District's interpreters and translators are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.
- i. The Multilingual Multicultural Education Office will ensure that interpreters have knowledge, in English and the parents' native language, of any specialized terms or concepts peculiar to the District program or activity for which they are providing services, including, but not limited to interpreters of IEP meetings having knowledge of special education (SPED) terminology.

LEP Assistance Plan

proceedings), and service provider (including name, position, and qualifications). Building administrative staff will ensure that the list is provided to all staff in the building that may interact with LEP parents, as well as to the central office administration. Staff for purposes of this Agreement will include all relevant administrators, teachers, counselors, and support staff. Information will also be available 24/7 via the District's E-School Plus database.

LEP Assistance Plan

- d. Multilingual Multicultural Education office will maintain a District-wide list of LEP parents identified by each building as needing language assistance services. The list will include the type of language assistance services that they need, and a log of the language assistance services provided to them by the central office by date, type of service, and service provider.
- e. When the children of LEP parents transfer from one building to another within the District, information regarding the language assistance needs of the parents will be available 24/7 to the building to which their children transfer via the District's E-School Plus/Schoolnet database.

LEP Assistance Plan

- g. District staff will obtain appropriate, qualified translators or interpreters by submitting requests to the District's Multilingual Multicultural Education Office.
- h. The Multilingual Multicultural Education office will ensure that the District's interpreters and translators are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.
- i. The Multilingual Multicultural Education Office will ensure that interpreters have knowledge, in English and the parents' native language, of any specialized terms or concepts peculiar to the District program or activity for which they are providing services, including, but not limited to interpreters of IEP meetings having knowledge of special education (SPED) terminology.

Process for Translations and Interpretation for IEP/ETR 's

**How do I know if a
translation/interpretation is
needed?**

Multilingual Multicultural Education Department

Student Summary

ID: 209038872

Building: Buhrer Dual Language

Grade: 01



Search

List

Customize

Registration Information

Status: Active

Gender: Male

Counselor:

Homeroom: 171

HRM Teacher: Fuentes, S.

Nick Name:

Calendar: Regular

House/Team: Team 12

Sec. Homeroom:

Sec. HRM Teacher:

Age: 6

Birthdate: 2/16/2010

Home Language: Spanish

Native Language: Spanish



Process for Oral Interpretation (Specifically for IEP & ETR Meetings)

Bilingual Instructional Aides are fully trained to perform oral interpretations for these types of meetings and it is part of their job description.

In the event that you need an oral interpreter in a language in which you are not staffed in, please follow the following procedure for requests:

STEP 1

- Please e-mail the Multilingual Multicultural Education Department at Multilingual@ClevelandMetroSchools.org

Step 2

- Oral translation requests will need to be scheduled at least 3 days in advance.

Step 3

- Be very specific with dates, times, and locations in order to expedite immediately. Please notify the Multilingual Office of any cancellations via e-mail

Written Translations (Specifically for IEP's & ETR's)

Step 1

- Have parent fill out the ***Parent Request Form for Translation***

Step 2

- Please scan and e-mail the completed & signed form along with the IEP/ETR to **Multilingual@ClevelandMetroSchools.org**

Step 3

- Multilingual Office will e-mail the completed translation back to the principal or designee.

Next Steps

- Process of training all Bilingual Paraprofessionals – August 12 **(MANDATORY)**
- Contracting an official translating company for interpretations
- PD for school secretaries – August
- Network Meetings in order to deepen discussions and provide guidance. (August/September).

Contact us

Multilingual Multicultural Education Department
Multilingual Welcome Center

3145 West 46th Street, Room 200
Cleveland OH 44102

Administrative Office: (216) 404-5113

Welcome Center: (216) 404-5159

Email us: Multilingual@ClevelandMetroSchools.org