English Learners (EL’s) Programming Handbook

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

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Multilingual Multicultural Education Office
“Supporting English Learners Achieve Academic Excellence”

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I. Introduction

a) 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.

b) Background
The Cleveland Metropolitan School District, with over 41,026 students in preschool through grade 12, has the second largest enrollment of any school district in Ohio. Students in the District are ethnically diverse: 26,754 of students are African American, 11,248 Caucasian, 960 Hispanic, 452 Asian/Pacific Islander, 193 American Indian/Alaskan Native, and 1,285 Multi-racial.

The District currently services approximately 4,726 English Learners (ELL) and former EL’s which are monitored for four consecutive years in grades K-12. The EL student population breakdown of native languages provided services are as follows: Spanish, Arabic, MayMay/Somali, Kinyamulenge, Chinese/Cantonese/Mandarin, Swahili, Ukrainian, Urdu, Cambodian, Kirundi, and Nepali. The EL Spanish speaking student population represents 71% of the total EL population. 974 of EL pupils are identified as immigrants and 789 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 English Learners 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.

a) 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.


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 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.


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.

Every Student Succeeds Act (2018)

Section 1111(c)(4)(A)(ii) of the Every Student Succeeds Act (ESSA) requires states to measure how well schools and districts are doing in getting students whose native language is not
English to become proficient in English. These students used to be called Limited English Proficient and now they are called English Learners (ELs). The Ohio Department of Education (Department) will begin measuring school and district progress in this area as part of the Gap Closing component on the 2017-18 Ohio School Report Card. The English language proficiency improvement measure (ELP Improvement) will give credit for English learners who achieve proficiency and for those who meet improvement goals for expected progress toward proficiency on the Ohio English Language Proficiency Assessment (OELPA). Points will be awarded based on the percent of English Learners' who show improvement from one year to the next and will contribute to the letter grade assigned to the Gap Closing component on the Ohio School Report Cards.

In the state’s ESSA plan, the Ohio Department of Education established interim goals and a long-term goal for the English Language Proficiency Improvement measure. The table below shows the percent of EL students who are expected to show improvement towards English proficiency each year. Score in listening, speaking, reading and writing established by the American Institute for Research (AIR) is identified as an ELL.

### b) 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 ELs 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

| English Learners Annual Progress Toward Attaining English Language Proficiency |
|-------------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| English Learners                              | 45%                      | 48%                      | 51%                      | 54%                      | 57%                      | 60%                      | 63%                      | 66%                      |
|                                                | 2023-2024                  | 2024-2025              | 2025-2026              | 72%                      | 75%                      | 78%                      | 81%                      | 84%                      |
III. ELL Identification & Program Enrollment

a) Registration

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, and listening. 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, birth letter, green card)
- current proof of residence (within 60 days)
- immunization records and tuberculosis test/results if needed
- school records
- legal guardianship documents
- Parent/Guardian photo ID

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

Student's legal name: ____________________________________________

Address: _______________________________________________________

Grade: ____________ Most recent school district attended/Community school: ____________

Birthday: ___________________ Birthplace: _________________________

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
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 court

□ Shared parenting through divorce or legal separation □ Parents legally married but not living together
□ Student is 18 years old and lives independently □ Legal guardian
□ Grandparent Affidavit/Power of Attorney □ CCDCS

Court Journal entry: □ Probate Court □ Juvenile Court

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 MPE? □ 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: ____________________________ Last Name: ____________________________ First Name: ____________________________

☐ Single    ☐ Married    ☐ Remarried    ☐ Lives with    ☐ Relationship to child: ____________________________
☐ Divorced  ☐Separated    ☐ Deceased    ☐ 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)

☐ E-mail: ____________________________ Home Phone: ____________________________ ☐ Text message opt out
☐ Cell Phone: ____________________________ Work Phone: ____________________________

Name: ____________________________ Last Name: ____________________________ First Name: ____________________________

☐ Single    ☐ Married    ☐ Remarried    ☐ Lives with    ☐ Relationship to child: ____________________________
☐ Divorced  ☐ Separated    ☐ Deceased    ☐ 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)

☐ E-mail: ____________________________ Home Phone: ____________________________ ☐ Text message opt out
☐ Cell Phone: ____________________________ Work Phone: ____________________________

Emergency Contact Information (in addition to contacts listed above)

Name: ____________________________ Relationship to child: ____________________________

Address: ____________________________ Telephone: ( ) ____________________________ E-mail: ____________________________

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

<table>
<thead>
<tr>
<th>NAME</th>
<th>GRADE</th>
<th>DATE OF BIRTH</th>
<th>GENDER</th>
<th>RELATIONSHIP TO CHILD</th>
<th>CURRENT SCHOOL</th>
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How did you hear about CMSD?

☐ Radio    ☐ Mailer    ☐ Facebook    ☐ E-Newsletter
☐ Flyer    ☐ Community event    ☐ Friend/colleague    ☐ Other: ____________________________
☐ Newspaper ☐ CMSD employee    ☐ Cleveland resident
☐ Website

Why did you choose your child’s school?

☐ Distance from home/work/childcare    ☐ Other: ____________________________
☐ Progarme offered at building    ☐ Word of mouth/Recommendation
☐ 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 11/02/2015
Multilingual Multicultural Education Office
Student Enrollment Form/Parent Interview/Page 3

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):

<table>
<thead>
<tr>
<th>NAME OF SCHOOL</th>
<th>CITY/STATE-COUNTRY</th>
<th>GRADE</th>
<th>YEAR</th>
<th>TYPE PROGRAM/SERVICE</th>
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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

<table>
<thead>
<tr>
<th>1) Never 2) Hardly Ever 3) Some Time 4) Mostly 5) Always</th>
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<tbody>
<tr>
<td>Does your child speak a language other than English at home?</td>
</tr>
<tr>
<td>Does your child speak a language other than English outside your home?</td>
</tr>
<tr>
<td>Does your child speak English at home?</td>
</tr>
<tr>
<td>Does your child speak English outside your home?</td>
</tr>
<tr>
<td>Does your child read in a language other than English?</td>
</tr>
<tr>
<td>Does your child write in a language other than English?</td>
</tr>
<tr>
<td>Does your child read in English?</td>
</tr>
<tr>
<td>Does your child write in English?</td>
</tr>
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Total: __________
b) Testing Procedures Results for New Students

The Assessment Manager of the Multilingual Multicultural Education Office will administer the Ohio English Language Proficiency Screener (OELPS) to every potentially eligible student 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.

Ohio English Language Proficiency Screener (OELPS)

The Ohio English Language Proficiency Screener (OELPS) is a tool for determining English learner eligibility for students entering Kindergarten through grade 12. The Ohio English Language Proficiency Screener (OELPS) is an assessment of a student’s English language proficiency in the domains of Listening, Reading, Writing, and Speaking. The test questions are based on the English Language Proficiency (ELP) Standards adopted by the ELPA21 member states. 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.

Based on the students Ohio English Language Proficiency Screener (OELPS) test results which combines the Listening, Reading, Writing, and Speaking scores, the students will then be assigned to one of four categories based on language proficiency.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tr>
<td>Emerging (LAU A)</td>
<td>Beginning level of Academic English Language Proficiency</td>
</tr>
<tr>
<td>Progressing (LAU B)</td>
<td>Intermediate level of English Language Proficiency</td>
</tr>
<tr>
<td>Progressing (LAU C)</td>
<td>Advanced level of Academic English Language Proficiency</td>
</tr>
<tr>
<td>Exited (LAU E)</td>
<td>Exited from English language support services</td>
</tr>
</tbody>
</table>

The following is the identification assessment procedure for students in CMSD

- Once all necessary documents are present, student is enrolled and placed in Program Holding.
- Parents are then explained that there will be a wait time of approximately 3 to 5 days before contacting them for an appointment.
- Then the Information and Technology Department receives a new student notification to create an SSID number. After the number is created, the Assessment Department will input the information in TIDE and we then receive the notification that the student is ready for testing.
- Once the previous steps are completed families are contacted to schedule an appointment for assessment.
- After assessment is completed, results are explained to parent/guardian, schools are offered (home school, multilingual site-if needed, and parent choice), documents are signed (Parent Orientation and Registration form), transportation is explained, special education information if needed is also explained, and student is placed with school information document provided.
c) 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.

d) Eligibility

Students that score in the Emerging and Progressing categories or if they score in the Progressing-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 Proficient-Advanced category who score proficient or above in Reading or Math are placed in the general education program.

Preschool Students

Students in Preschool are administered the Pre-IPT 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 Multilingual program 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, if a student is identified with a disability, the Intake Specialist will notify the Special Education Department (SPED) Team by uploading copies of the student’s special education documents to the NAS Drive, and sending a notification e-mail as well as adding the student information into the OneDrive Spreadsheet.

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 Intake Specialist 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 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.
Cleveland Metropolitan School District
IDENTIFICATION OF STUDENTS ELIGIBLE FOR BILINGUAL AND ESL EDUCATION

Parents asked at School or District Office:

- 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 than English regardless of the language spoken by the child?

Student is potentially eligible

- Student is in grades K-12
- Student will be administered the OELPS to determine level of English language proficient
- OELPS Score Emerging or Progressing
- Student will be scheduled to received Multilingual Education services. Parent will be informed in writing about the program and their right to refuse services.

OELPS Score Proficient

- Yes, to any three questions
- Parent decline services

Supportive services available at the assigned school

Student continues to receive services until he/she becomes eligible to exit the program.

NOT ELIGIBLE

No to all three questions
e) **PARENT NOTIFICATION**

At the conclusion of the testing an eligible student to program, the Assessment Manager 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 Manager 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.

f) **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:

**EMERGING**

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 @ Thomas Jefferson International Newcomers Academy
As of July 30, 2016

Please use the following criteria for enrollment at Thomas Jefferson International Newcomers Academy and performed on a case by case basis. Remember we only enroll LauA students under one year arrival to USA Mainland.
Please use the following as a school placement guide:

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, all languages

- Option to enroll at Thomas Jefferson or recommendation to enroll at Neighborhood Multilingual Site according to the languages the school services in order to interact with English native speakers and enhance their English Language Development.
- Spanish speaking students have the option of attending the Dual Language Program Model at Luis Muñoz Marin and Buhrer Dual Language
- Reasoning - Students are exposed to ESL curriculum regardless of their level will increase the acquisition of English and receive grade level content in a more rigorous program.

Gr. K-8 all languages with no ESL curriculum Exposure (immigrants, refugees, etc.)

- Recommended to attend Thomas Jefferson INA, but also provided the option of their neighborhood bilingual site and other district programs.
- Another option for the Spanish speakers is the Dual Language program model at Luis Muñoz Marin (Grades K-4) and Buhrer Dual Language.
- Reasoning - If students are literate in Spanish, their transition to English will be less difficult (Cummins, 1998) and they will able to learn in a dual language program where content is taught in Sapanish and English.

High School Level Grades 9-12

- Recommended for students to attend Thomas Jefferson International Newcomers Academy - LAU A ONLY.
- Students attend a total of 2 school years. Once this time period concludes, parents are provided the opportunity to choose a high school model they would like their scholar to attend.
- Reasoning: Prohibiting Segregation of ELLs from their native speakers. OCR will examine if the district is adopting the least segregative program for providing alternative language services to LEP students.
ASSESSMENT AND PROGRESS MONITORING
Student language acquisition and academic performance progress will be assessed through a variety of measures, including: the OELPS, (administered at the time of registration), the 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.

TRANSITIONING OUT OF NEWCOMER PROGRAM SERVICES
(THIS TASK WILL BE PERFORMED SOLELY BY THE MULITILINGUAL 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:

- **All Grades:**
  - 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.

- **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):

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.

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.

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 but CMSD requires 22 credits, please see link below:
http://www.clevelandmetroschools.org/Page/60. 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

**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 the foreign transcript does not indicate that the student has a foreign language credit, students in grade 11 & 12 are eligible to take the foreign language test in their native language in reading and writing and if they pass it, they will receive credit for the foreign language course. This foreign language test is designed by the Multilingual Multicultural Education Office and is the only one that must be used for flex credit. Only the World Language Manager and the Assessment Manager must administer this test.

Additionally, ELs Lau code A & B who enroll at any High School grade level and who are in need of a foreign language credit to graduate, they can take an ESL/Foreign Language course, if provided in their school, where they study and learn culture of English World (USA) while they are learning the English language.

**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:

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<thead>
<tr>
<th>LEVEL</th>
<th>GRADE</th>
<th>COMPOSITE SCORE</th>
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<tbody>
<tr>
<td>ESL I</td>
<td>9 - 12</td>
<td>A</td>
</tr>
<tr>
<td>ESL II</td>
<td>9 - 12</td>
<td>B</td>
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<tr>
<td>ESL III</td>
<td>9 - 12</td>
<td>C</td>
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<tr>
<td>ESL IV</td>
<td>9 - 12</td>
<td>C and C-8</td>
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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.

For Lau code C & C8, it is highly recommended that they take regular English courses while receiving scaffolding from their teachers and from any other supporting staff with limited bilingual support. Lau code ELs C & C8 must take their regular English courses; there is no need to take ESL III & VI.

ELs Lau code A & B taking English I, II, should also take ESL courses I & II as a “Double Dose” if provided in their schools. Multilingual office recommends that schools that have a subgroup of
ELs should have a full time ESL teacher that teaches ESL I & II. The focus of ESL I & II should be writing. The ESL/Writing classes should incorporate the following components that need to be taught intensively to newcomers such as sentences & paragraphs, grammar & spelling, capitalization and punctuation.

**LEVEL OF SERVICES**

At the time of placement and results of testing, a English Learners (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 OELPS 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.

**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.

**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.

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 Welcome 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 (216) 838-0140 for additional information or support.

LAU COMPOSITE CODES

- Lau Code A – Emerging: Beginning level of academic English Language Proficiency
- Lau Code B – Progressing: Intermediate level of English Language Proficiency
- Lau Code C – Progressing: Advanced level of academic English Language Proficiency
- Lau Code D – Exit ed from English language support services
- Lau Code E – English proficient, no language service required-A regular education student

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: Content based English Language Development: 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: An instructional approach used to make academic information and concepts understandable to LEP students. Students are grouped for instruction. The teacher adapts that language of instruction to the English level of the students, and makes frequent use of visual aids, concrete experiences, and manipulative materials. In this approach, students have the opportunity to develop the oral and written language skills they need to make academic progress in content areas such as mathematics, social studies and science.

Service Code 3: Structured English Immersion with ELD and/or Bilingual Support: Specifically designed structured lessons in English with language development embedded with bilingual assistance and support.

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: ELD/Bilingual Itinerant Services: Regular classroom with English language instruction in all major subjects with supplemental ESL/Bilingual itinerant support for students grades K-12.

Service Code 6: Dual Language Program: Two-way immersion Spanish/English instruction

Service Code 7: Dual English Language & Special Education Services: Language instruction or support with English Language development in the student’s designated special education setting.

Service Code 8: Trial Mainstream: Standard education program without bilingual instructional services.
f) **Educational Programs**

a) **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 1)

b) **Sheltered English Instruction**
   An instructional approach used to make academic information and concepts understandable to LEP students. Students are grouped for instruction. The teacher adapts the language of instruction to the English level of the students, and makes frequent use of visual aids, concrete experiences, and manipulative materials. In this approach, students have the opportunity to develop the oral and written language skills they need to make academic progress in content areas such as mathematics, social studies and science. (Service Code 2)

c) **Structured English Immersion with ELD and/or Bilingual Support**
   Specifically designed structured lessons in English with language development embedded with bilingual assistance and support. (Service Code 3)

d) **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)

e) **ELD/Bilingual 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)

f) **Dual English Language & Special Education Services**
   Language support with English as a Second Language in the student’s designated special education setting. (Service Code 7)
V. Assessment & Evaluation

a) ELL 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 andremedying any academic deficits in a timely manner.

b) State Assessment

Ohio State Tests (OST) Reading and Math (Gr. 3-8) and Science (Gr. 5 and 8)

The Ohio State Tests (OST) in Reading, Math (Gr. 3-8) and Science (Gr. 5 and 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, math and science.

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.

c) 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.

Testing Accommodations for ELs:

According to page 27 of the Ohio’s Accessibility Manual, “When considering accommodations for English learners, it is important to focus on the effectiveness of each accommodation for each individual student. Not only does an English learner’s English language proficiency influence accommodation effectiveness, but so do other factors, including their literacy development in English and their native language, grade, age, affective needs and time in U.S. schools. Keep in
mind that the purpose of English language assessment accommodations is not to improve an English learner’s rate of passing state assessments, but to allow more accurate demonstration of their knowledge of the content being assessed.” It is often assumed that if a student is an English learner, she needs every accommodation in the book. This may lead to increased anxiety and confusion on the student. Select the accommodation that best suits the student and which have been utilized regularly during classroom instruction.

Among the most common accommodations for ELs are:

- **Word-to-Word dictionary.** This accommodation is only effective if the student is literate in their native language.
- **Extended time.** Usually 1.5x to 2x the allotted time for but no longer that the school day for each part of a test.
- **Oral translation of the test.** Not allowed for English language arts tests. As it is the case with the Word-to-Word dictionary, a translation of the test to a student’s native language may not be the most appropriate accommodation if this has not been a common practice during regular instruction.
- **Bilingual Test Spanish/English.** Not allowed for the English language arts test. Test items presented with Spanish on the top and English on the bottom. Only responses in English will be scored.
- **Text-to-Speech (English and Spanish).** Not allowed for the English language arts test. The feature will highlight words in test questions as the embedded text-to-speech feature reads the test aloud. Appropriate if it is used regularly during classroom instruction.

Non-embedded Universal Tools and Designated Supports often overlooked:

English learners may benefit from the following Universal Tools as specified on pages 4-5 of the Ohio’s Accessibility Manual:

- **Blank Scratch Paper.** The test administrator provides blank scratch paper to students to take notes and/or work through items during testing. Two sheets of blank paper are required for the English language arts OST and the writing OGT. For all other tests, blank paper must be available upon request. Refer to the Test Administration Manual for each test for more information about blank paper.
- **Text-to-Speech tracking for Mathematics, science and social studies tests.** The feature will highlight words in test questions as the embedded text-to-speech feature reads the test aloud.

Remember that test accommodations are to make the test accessible to the student and that each student’s needs are different. Therefore, special attention must be paid while assigning accommodations to students. For more information, please see:

- [Ohio’s Accessibility Manual](#)
- [Ohio English Language Proficiency Assessment (OELPA) Accessibility Manual](#)

For any further guidance and information, please contact your network’s Multilingual Program Manager.
II. 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.

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 giving to students three times a year:

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

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.
IV. 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.

V. Parent, Community, and Student Engagement

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, career, 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 Translation and Interpretation Services

The Multilingual Multicultural Education Office is committed to provide translation and interpretation services to language minority families. The CMSD policy for providing parents bilingual interpreter/translation support by district employees is as follows as per Ohio Civil Rights action OCR Docket 15-08-1276: All students and parents are identified at the time of enrollment into the district. As evidenced in the previous documentation presented, all identification is embedded in the district’s enrollment form. The parent identifies the native language of both themselves and the student. All information is inputted in the district’s student information system (E-School Plus). Once students are enrolled and parents identified, the district continuously updates the student information system to reflect any changes. This information is visible to all staff in the entire district on the student information screen and it is updated as needed.

Written Translation Services
School level written translation services are divided in two areas:
- For written translations at the school level such as; flyers, newsletters, or unique school document the Bilingual Instructional Aides are available as the first line resource
- For written translations at the school level of legal documents and academic based resources, such as: IEPs, ETR, or disciplinary document should be sent to multilingual@clevelandmetroschools.org

Oral Interpretation Services
Principals of Multilingual Sites should insure that staff assigned to the school is available to support parents during all conferences, or meetings. Principals of other schools should coordinate conferences or meetings with LEP parents, whenever possible, during dates and times itinerant bilingual instructional aides are scheduled to the school. All schools that need interpreters/translators of a language not spoken among the current school employees available, or do not have bilingual assigned staff at the school or office must contact the Multilingual Education Office to request the support at least 10-15 business days prior to the event. In cases of emergency, email or call the Multilingual Office and we will make every effort to accommodate your needs. Please note that all requests, need to be submitted to our department email Multilingual@ClevelandMetroSchools.org.

Other Interpretation Services
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.
VI. 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.

OHIO ENGLISH LANGUAGE PROFICIENCY SCREENER (OELPS)
The Ohio English Language Proficiency Screener (OELPS) is a tool for determining English learner eligibility for students entering Kindergarten through grade 12. The Ohio English Language Proficiency Screener (OELPS) is an assessment of a student’s English language proficiency in the domains of Listening, Reading, Writing, and Speaking. The test questions are based on the English Language Proficiency (ELP) Standards adopted by the ELPA21 member states. 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.

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.
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.

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*Chief Executive Officer*

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