

ENGLISH LEARNERS PROGRAM INFORMATION

2026-2027



**Brecksville-Broadview Heights City School District
6638 Mill Road
Brecksville, Ohio 44141
BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT
6638 Mill Road
Brecksville, Ohio 44141**

ENGLISH LEARNERS PROGRAM INFORMATION

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**Brecksville-Broadview Heights City School District
English Learner Program Information**

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Brecksville-Broadview Heights City Schools

ENGLISH LEARNER PROGRAM INFORMATION

ACKNOWLEDGEMENT

This document represents the collaboration of the following individuals who have created a handbook for the English Language Learner Program. The teachers are committed and dedicated to improving the education of students who are learning English as a second or additional language. The writers are to be commended for their desire and commitment to promoting language acquisition.

The thanks of the Board of Education, administration, colleagues, parents, and students go to each of the contributors identified below:

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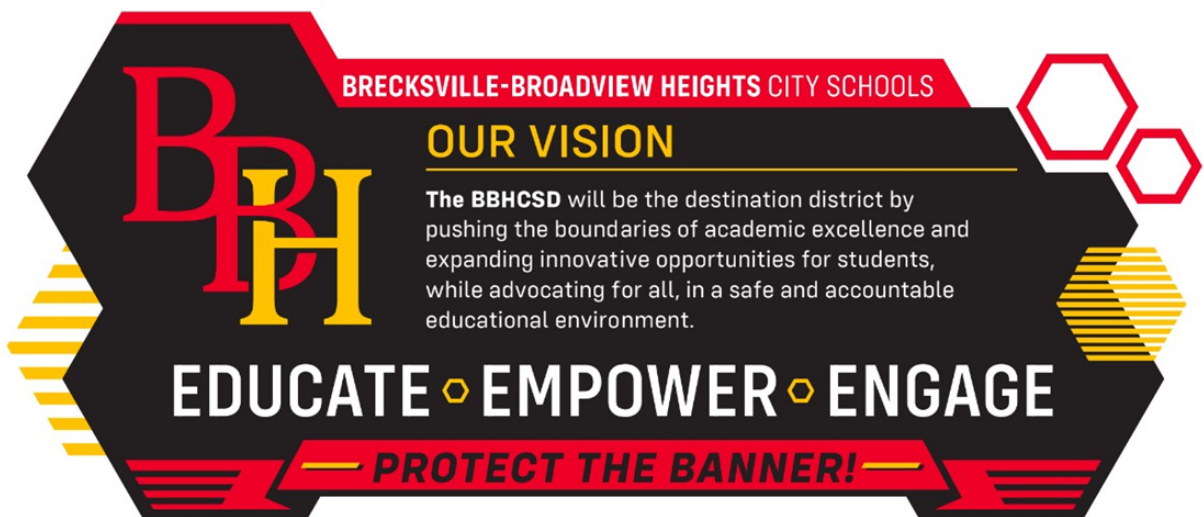
BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

Mission Statement



BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

THE VISION



ATTRIBUTES OF A BEE

FUTURE READY

BBH students will become lifelong learners and acquire career knowledge along with core technical skills. Bees will be independent thinkers, problem-solvers and possess communications and listening skills.

EMOTIONALLY PREPARED

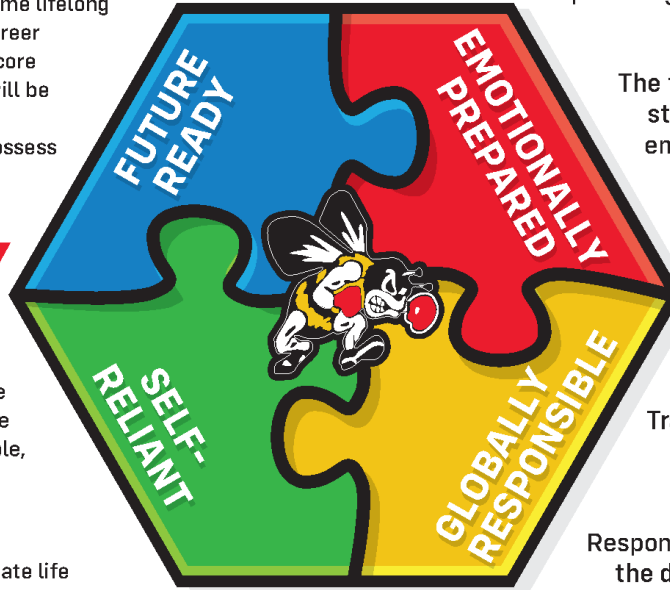
Bees will be self-aware and self-confident and have a growth mindset, while being resilient, adaptable, and flexible.

SELF-RELIANT

Bees will have appropriate life skills, be resourceful, financially savvy, and be self-directed.

GLOBALLY RESPONSIBLE

Our graduates will be engaged citizens, team collaborators, strong stewards of the environment, with broad horizons.



OUR COMMUNITY'S SCHOOL VALUES

Academic excellence and providing innovative learning opportunities for all

The finest educators and staff to constructively empower our students

School safety and security in protocol, action, thought in creating a welcoming school climate

Transparent, engaging and collaborative communications

Responsible stewardship of the dynamic resources in the BBHCSD

Comprehensive preparedness of our students' future college and career pathways

Protecting the Banner of the BBHCSD!

Instructional & Curricular Philosophy

The curriculum and instruction of the Brecksville Broadview Heights City School District will provide an educational program to assist all students to realize their potential to make a positive impact as contributing members of a global society. Both the curriculum and the instructional process reflect that each student is a unique individual and learner.

Students are at the center of all we do in the Brecksville Broadview Heights City School District. We practice standards-driven curriculum and instruction in all content areas:

- We anchor all learning in Ohio's learning standards.
- We utilize data-driven, evidence-based instruction and decision making.
- We utilize assessments directly aligned to Ohio's learning standards to collect data on student growth and mastery, adjusting and adapting instruction to meet the learning needs of all students.
- We foster a culture of continuous growth in learning for both students and staff.
- We believe that learning is a lifelong pursuit and that everyone has the capacity to grow and continually learn.
- We provide supportive learning environments that encourage active engagement, curiosity, exploration, and rigorous levels of learning.

I. ENGLISH LEARNER PROGRAM INTRODUCTION

PREAMBLE

Language minority students have the same rights, privileges, and responsibilities as other students in the Brecksville-Broadview Heights City School District. The purpose of the English Learner Program is to help them overcome their linguistic, cultural, and academic difficulties and assure that they receive an equal educational opportunity. This will be achieved through active and regular collaboration between the mainstream classroom and the English Learner teachers.

HISTORY

We believe that just as everyone learned a first language, everyone can learn a second language. This language can be acquired in informal situations and learned in formal classroom settings.

We believe that the first priority of the English Learner Program is to foster basic communication skills in English, which in turn will lead to self-confident expression in this society, the ability to cope in everyday life situations, involvement in mainstream

curriculum and extracurricular activities, and an understanding, both theoretical and practical, of American democracy.

We believe that the English Learner Program should help students appreciate the value of their primary cultural identity and provide multicultural experiences for all students.

We believe that parental involvement and staff development are integral components of an effective EL Program.

The EL Program is essentially transitional. Its goal is attained when a student is able to exit the program and participate successfully in the mainstream classroom.

Historically, the Brecksville-Broadview Heights City School District has enrolled EL students from diverse cultural and socioeconomic backgrounds. Multiple languages are represented. As this population continues to grow, the EL Program continues to evolve.

II. LEGAL RESPONSIBILITIES

There exists a substantial body of federal law that establishes the rights of Limited English Proficient students which defines the legal responsibilities of school districts serving these students. Administrators and school boards who are responsible for local policies and programs can turn for guidance and direction to this body of law. It includes the following:

1868 Constitution of the United States, Fourteenth Amendment

"...No State shall...deny to any person within its jurisdiction the equal protection of the laws."

1964 Title VI of the Civil Rights Act of 1964 "No person in the United States shall, on the ground of race, color, or national origin...be denied the benefits of, or be subject to discrimination under any program or activity receiving the federal financial assistance."

Two U.S. Supreme Court rulings, one interpreting the Fourteenth Amendment and one interpreting the Civil Rights Act of 1964, have exercised considerable influence over the education rights of language minority students. These cases may be summarized as follows:

1974 Lau vs. Nichols

The U.S. Supreme Court ruled that a school districts failure to provide English language instruction to LEP students denied them meaningful opportunity to participate in the district's educational program in violation of Title VI of the Civil Rights Act of 1964; the Court further noted that equality of opportunity is not simply providing LEP students the same facilities, textbooks, teachers, and curriculum which non-LEP students receive.

1982 Plyler vs. Doe

The U.S. Supreme Court ruled that the Fourteenth Amendment to the U.S. Constitution prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status. The court emphatically declared that school systems are not agents for enforcing immigration law, and determined that the burden undocumented aliens may place on an educational system is not an acceptable argument for excluding or denying educational service to any student.

No Child Left Behind 2001

Public Law 107-110 115 STAT. 1690 Jan. 8, 2002 – Section 3102

This is an act passed by President George W. Bush in 2001, reauthorizing the Elementary and Secondary Education Act of 1965 (ESEA). Under the NCLB Act, federal law requires improvement in the performance of America's schools while ensuring that no child will be left behind amidst failing schools or programs. These improvements include curriculums based upon challenging state standards in reading and math, annual testing for students, and statewide annual progress objectives ensuring that all groups of students reach proficiency within 12 years (AYP). Student groups include those sorted by poverty levels, race, ethnicity, disability, and limited English proficiency.

NCLB is based on four principles:

- Accountability for results
- Increased parental choice and input
- Greater local control and flexibility
- Best practices based on scientific research

**Information obtained through the US Department of Education*

Every Student Succeeds Act (ESSA)

Public Law 114-95 (12/10/2015)

Every Student Succeeds Act (ESSA) Summary:

On Dec. 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), a long-awaited overhaul of federal education law. Passed with bipartisan support, ESSA represents a shift from broad federal oversight of primary and secondary education to greater flexibility and decision making at the state and local levels. The law replaces the No Child Left Behind Act.

ENGLISH LEARNERS

- Moves accountability from Title III to Title I for English learner students.
- Retains states' inclusion of English learners' test scores after being in the U.S. one year.
- Permits, but does not require, states to include English learners' scores for the first year in the U.S. in schools' ratings; requires English learner students to take both English language arts and mathematics assessments.

- Requires a measure of growth for English learner students in year two in the U.S. and beyond.
- Beginning with the third year in the U.S., English learner scores are treated the same as other students.
- States must establish standardized, statewide entrance and exit procedures for English learner identification and services

**Information obtained through the Ohio Department of Education*

III. General EL Program Terminology

ASSESSMENTS

OELPS, OELPA, EOC (End of Course Tests), OST (Ohio's State Tests), IOWA & CogAt (grade 2). IOWA (grade 5), State Diagnostics (i.e., KRA-L).

BICS

Basic Instructional Communication Skills refers to a student's social English language skills. Research indicates that students take 1-3 years to acquire functional social language skills. (Cummins, 1981)

CALPS

Cognitive Academic Language Proficiency refers to the English language skills necessary to function successfully in an academic/school environment. Research indicates that it takes students from 3-7 or more years to acquire such academic language skills. (Cummins, 1981).

EL

English Learner (EL); also referred to as LEP, ELL, multilingual learner

EL FILE

This file is maintained by the English Learner teacher. Contents of the file include progress reports, OELPs/OELPA results, service plans, and permission forms. This file travels with the student.

EL PROGRAM

The EL program is a structured language acquisition program designed to instruct students in the English language (speaking, reading, writing, and listening) and to assist students with core academic content.

EL STUDENT

An EL student is one whose native language or home language is other than English, and who receives support in the four domains of the English language: speaking, reading, writing, and listening. This would include but is not limited to

1. Individuals who were not born in the United States or whose native language is a language other than English.
2. Individuals who come from environments where a language other than English is dominant.
3. Individuals who are American Indian or Alaskan Native and come from environments where a language other than English has had a significant impact on their level of English language proficiency, and by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language. Such individuals cannot be denied the opportunity to learn successfully in classrooms where the language of instruction is English.

(20 U.S.C. 3223 – Title VII of the Elementary and Secondary Education Act of 1965)

EL TEAM

The Brecksville-Broadview Heights City School District endorses the team approach as the most effective way to deliver services and provide support for students. The following staff may be part of the team working with students:

- Classroom Teacher
- Counselor
- Speech and Language Teacher
- Intervention Specialist
- Title I Teacher/Reading Teacher
- School Psychologist
- EL Teacher
- Principal/Administrator

When concerns arise regarding a student's progress, curriculum, and placement, the team defined above will address these issues through the MTSS process (Multi-Tiered Support System). Any staff member may request a team meeting through the MTSS process.

ESL CLASSES

These are year-long electives offered to high school students for which they receive credit.

Language Usage Survey (LUS)

This is a required document completed by all parents registering a student new to the district to determine if English is spoken in the home.

IEP

This is an Individualized Education Plan prepared for students who are identified by the IEP team to have one of the 13 documented disabilities:

<https://education.ohio.gov/Topics/Special-Education/Students-with-Disabilities>

INCLUSION

English Learner students are placed in regular education and receive additional support from an EL teacher within the regular education classroom.

LANGUAGE SERVICE PLAN

The Service Plan is a written document that outlines the goals and accommodations for each EL student that address the Ohio standards.

LEP

Limited English Proficient is a term for a student receiving service in English (reading, writing, listening, speaking), as well as support in all content areas.

OELPS

(Ohio English Language Proficiency Screener) A statewide mandated screening assessment for students new to the state of Ohio. Participation in this assessment is required if a language other than English is the primary language spoken at home as stated by the parent/guardian on the Language Usage Survey. The results of the language screener determine a student's qualification for the EL Program.

OELPA

(Ohio English Language Proficiency Assessment) A yearly statewide English language proficiency assessment for those students participating in the EL program. This computer-based test assesses students in each of the four language domains. Their performance on this test indicates English language proficiency growth for one academic school year; and determines if the student qualifies to remain in the EL program for the following school year or if they exit the program permanently.

PULLOUT

Students spend the majority of the day in a regular classroom but are pulled out for a part of the day to receive intensive small group or individual instruction.

TRANSLATORS/INTERPRETERS

These are individuals who provide support services during parent meetings and state testing. The term translator is typically associated with converting written text between languages and the term interpreter is typically associated with a person converting oral language.

IV. EL PROGRAM GOALS

The English Learner program of the Brecksville-Broadview Heights City School District is designed to establish equal educational opportunities and promote academic excellence for language students. It accomplishes its goals by helping these students achieve competence in English and mastery of all content area matter skills necessary to meet grade promotion and graduation standards. This program uses various strategies to develop the student's ability to effectively listen, speak, read and write in English and is intended to provide the students access to the district's basic curriculum. It does so by providing instruction in English to meet the following four goals:

A. To use English to communicate in social settings

A primary goal of EL instruction is to assist students in communicating effectively in English, both in and out of school. English Learners need to see that there are personal rewards to be gained from communicating effectively in English. This goal does not suggest, however, that students should lose their native language proficiency.

B. To use English to improve academic achievement in all content areas

In school settings, English competence is necessary for success. ELs are expected to learn academic content through the English language and to perform academically with native English-speaking peers. As such, it is vital that ELs are given the language support they need to achieve academic success.

C. To use English in socially and culturally appropriate ways

EL students in U.S. schools come into contact with peers and adults who are linguistically and culturally different from them. In order to help acclimate students to a new environment; students need to be able to understand how to interact with peers and adults within the schools. Such communication includes the ability to interact in multiple social settings.

D. To communicate effectively with parents

In order to meet the goal of promoting academic excellence for English Learners, the EL program must facilitate communication with the parents of these students. Therefore, the school community will establish and maintain communication with the home through emails, written communication, technology applications, and interpreting and translating services as needed. An EL Parent Information Night will be held and parent meetings will be made available upon consultation with the team.

V. ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR EL STUDENTS

Standards in English for EL Students

EL students will develop the English reading, writing, listening, and speaking skills required both for academic achievement and for communication in socially and culturally appropriate ways.

- 1- Construct meaning from oral presentations, literary and informational text through grade-appropriate listening, reading, and viewing
- 2- Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
- 3- Speak and write about grade-appropriate complex literary and informational texts and topics.
- 4- Construct grade-appropriate oral and written claims and support them with reasoning and evidence
- 5- Conduct research and evaluate and communicate findings to answer questions to solve problems
- 6- Analyze and critique the arguments of others orally and in writing
- 7- Adapt language choices to purpose, task, and audience when speaking and writing
- 8- Determine the meaning of words and phrases in oral presentations and literary and informational text
- 9- Create clear and coherent grade-appropriate speech and text
- 10- Make accurate use of standard English to communicate in grade-appropriate speech and writing

June 2015

VI. PROCEDURES

A. IDENTIFICATION OF STUDENTS

In compliance with the U.S. Department of Education and the Office for Civil Rights, all students new to the district are enrolled and registered with the Board of Education. At that time, a Language Usage Survey is completed by the parent or guardian and filed in Final Forms. The EL teacher will be notified and will arrange for a prompt assessment of the student to determine eligibility for EL services.

B. ENTRANCE ASSESSMENTS

Based on the Language Usage Survey, an initial assessment must begin within 30 days of a student's first day of school. Assessments will examine a student's English language skills in reading, writing, speaking, and listening.

All levels K-12 will use the OELPS (Ohio English Language Proficiency Screener), as well as informal assessments to determine a student's English language level.

C. ELIGIBILITY FOR EL SERVICES

Students are eligible for services if they receive a Proficiency Status of Emerging or Progressing on the OELPS screener. A notification letter will be sent out to notify the family whether or not a student qualifies for services and the parent will be given the option to accept or decline services for their child.

D. PARENTAL NOTIFICATION OF PROGRAM ELIGIBILITY

Parents are notified of placement in the program by the Office of Curriculum and Instruction.

E. STATE TESTING

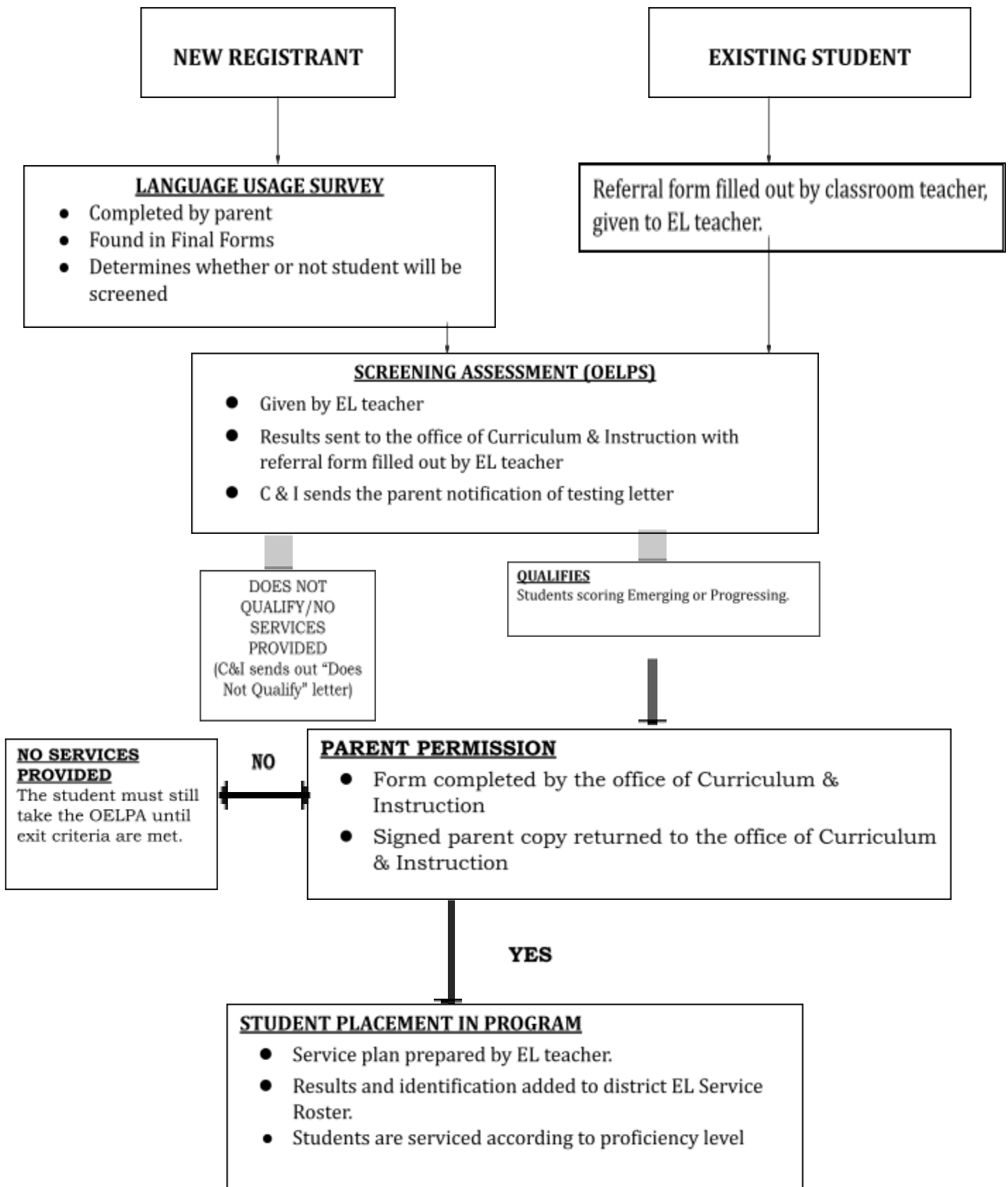
All ELs will be required to take the Ohio English Language Proficiency Assessment (OELPA). This also applies to students whose parents have declined EL services.

E. PLACEMENT IN EL PROGRAM

After screening and eligibility are determined, students will be placed in the EL Program.

- Students should be placed in classroom settings that provide the best possible opportunities for them to continue to learn content material while they are learning English. EL students are entitled to participate in district programs in a non-discriminatory manner.
- Most students should be placed in age-appropriate classrooms. Even if students have not attended school before, the social nature of schooling cannot be ignored. It is important to place students with their peers and allow them to interact naturally. Exceptions MAY be considered on a case by case basis for students who have not attended school for more than a year.
- Additional staff may work directly with students in the classroom in conjunction with the classroom teacher. In this way, additional staff have a better understanding of what, why, and how content material is being studied and can provide the support that is directly connected to classroom goals.
- Modifications of assessment will be provided as needed. Classroom teachers and EL teachers will recognize that every test is a language test; students may understand the content, but might be unable to decipher a multiple-choice test for example. Finally, the EL teacher will assist teachers in developing ways of allowing students to show or demonstrate what they have learned without using complex English.
- Consideration will be given to the scheduling of the pullout services so that it is least disruptive to the students' academic classes. Every effort will be made to coordinate classroom intervention services and EL instruction.

**BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOLS
EL IDENTIFICATION FLOWCHART**



F. EL SERVICE PLAN

An individualized service plan is created each academic school year. The plan identifies current language levels, states language goals based on EL standards, and outlines appropriate accommodations and modifications. Consideration will be given to modified assessments and will be listed on the service plan if applicable.

G. MONITORING PROCEDURES FOR EXITED STUDENTS

Exited students will be monitored for two years. Monitoring can take various forms.

Examples of Monitoring include

1. Monitoring form
2. Grades
3. State test results
4. Teacher/counselor observations
5. Reading Diagnostics

When indicators suggest that an EL student is having difficulties attaining academic and social expectations which are unrelated to the student's EL status, the student may be referred to the school MTSS team for intervention strategies. In the event the various strategies are not successful, the student may be referred for further evaluation.

The Brecksville-Broadview Heights City Schools has an established procedure for referring students for special education evaluations. These special intervention strategies must be utilized to ensure that such students are not referred for formal Special Education evaluations when the lack of academic progress is primarily related to language background or a need for more EL and/or support services. The student may require an evaluation administered in his/her native language.

DESCRIPTION OF ACCOMODATIONS V. MODIFICATIONS

Accommodations

- Adapt the way the instruction is provided (i.e. in written form vs. orally)
- Adapt the output that is required of the student (seatwork, homework, quizzes, tests, and projects)
- Instructional goals are the same as for all the other students in the class (same grade level indicators for all students – for each area).
- Graded the same way as regular education students.

Modifications

- Change the instructional goal/objective for a particular student (which is different from the rest of the class). This would be a change in grade-level expectations from the course of study.
- Modify grading to reflect student's progress towards his goals – rather than progress toward curricular performance objectives.
- Since content is modified, an adjusted grade can be provided.

Accommodations vs. Modifications

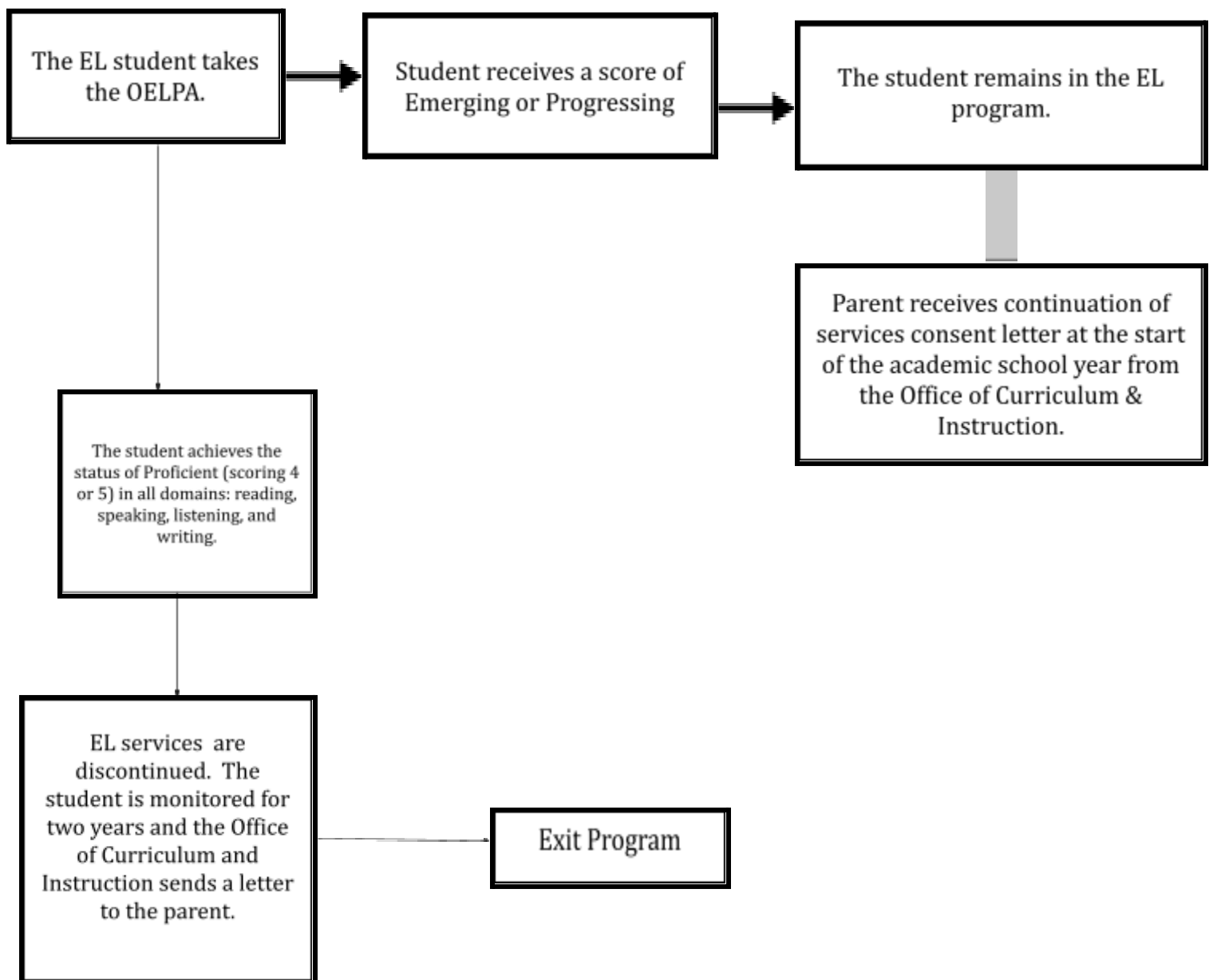
Accommodations that DO NOT require an adjusted grade	Modifications that DO require an adjusted grade
Read a content area test aloud to the student if he/she has weak reading skills, processing, or attention problems.	
Shortened practice assignments that don't lessen the content	Easier/alternative practice assignments that are a change in grade-level expectations from the course of study
Enlarged print	
Fewer questions per page (not altering the goal or instructional objective)	The student is required to answer only part of the question
Oral response accepted instead of a written response (in the case of a writing disability or EL)	Teacher probes in order to get an acceptable oral response
Accept answers that are not in a complete sentence on content area tests (assuming all information is present and makes sense as a phrase, list, chart, etc.)	Accepting answers that are not in a complete sentence on a language arts assessment that evaluates writing skills.
Different assignments covering the same content (assuming the student will be accountable for the same content on a test or assessment), for example: illustrate and write spelling words instead of writing in a sentence.	Alternate different content (different spelling words, vocabulary words, concepts, skills).
Highlighting, repeating, clarifying directions.	An extensive explanation of a question or probing in order to get an acceptable answer.
Provides copies of notes and/or class notes instead of having students copy outlines or notes.	Allow students to use notes or worksheets to help them with a test.
	Allow the student to correct or retake a test or indicate that an answer is wrong and that the student should try again.
Provide a general study guide in advance of a test	Specific test questions are provided to the student in advance of the test
Extended time given	Time constraints changed on timed tests (i.e. multiplication test)
Small group testing if a student has reading or attention problems	Small group testing in order to implement some of the above modifications.
Preferential seating	

* This table is not all-inclusive.

CRITERIA FOR EXITING EL PROGRAM

In order to be exited from EL programs in Ohio, students need to demonstrate the ability to understand, speak, read, and write the English language by attaining a composite score at the Proficient level on the OELPA.

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOLS ENGLISH LEARNER PROGRAM EXIT CRITERIA FLOWCHART



English Learner (EL) Program
Individual Plan of Service



Name:	Grade:
School:	School Year:
EL Teacher:	Date first enrolled in a U.S. School:
Primary Language:	Instructional Service Time:
Years in US Schools:	Years in BBH Schools:

Student's Level of English Proficiency: (Proficiency not demonstrated, Emerging, Progressing, Proficient)

OELPA:

OELPS:

Proficiency Level: (1: Beginning, 2: Early Intermediate, 3: Intermediate, 4: Early Advanced, 5: Advanced)

Listening:	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Speaking:	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Reading:	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Writing:	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced

Classroom Modifications & Accommodations:

	Give shorter assignments (projects, homework)		Create alternative assessments (checklist/rubric)
	Extended time for assignments		Provide written notes/ graphic organizers
	Highlight text and materials		Limit key concepts
	Repeat instructions, model correct speech		Read Aloud
	Check and recheck for understanding		Provide a peer model

Adjusted Grades

- ☐ Yes
- ☐ No

Date Approved:

District Testing:

- ☐ Oral Translator (appropriate for Beginning, Early Intermediate levels)
 - ☐ ELA ☐ Math ☐ Science ☐ Social Studies (History, Am.

Gov.)

- ☐ Extended Time
- ☐ Small Group
- ☐ Use of word to word bilingual dictionary (appropriate for Intermediate, Advanced levels)

Individual EL Goals & Objectives

Growth in Oral Language (Speaking & Listening):

Growth in Literacy Skills (Reading & Writing):

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOLS

ENGLISH LEARNER PROGRAM

ADJUSTED GRADE FORM

Student's Name: _____ **Date:** _____ **Grade:** _____

List the problems that prevent this student from mastering grade level expectations.

Adjustments (check all that apply)

- | | |
|---|---|
| ☐ Abbreviated assignments | ☐ Allow extra completion time for assignments |
| ☐ Daily assignment contract | ☐ Check & sign assignment book (teacher & parent) |
| ☐ Limit content to be mastered | ☐ Reduce required written format |
| ☐ Use of computer | ☐ Modify test format |
| ☐ Review directions | ☐ Test administered outside of classroom setting |
| ☐ Read the test | ☐ Provide extended time for test or class work |
| ☐ Copy of notes | ☐ Accept work completed if the effort is put forth |

Subject areas: ☐ **Language Arts** ☐ **Mathematics** ☐ **Science** ☐ **Social Studies**

EL Teacher Signature _____

Teacher Signature _____

School Counselor Signature _____

Principal Signature _____

Parent Signature _____



Brecksville-
Broadview Heights
City School District

Brecksville-Broadview Heights City School District

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOLS

ENGLISH PROGRAM

ADJUSTED GRADES PROGRAM

EXIT FORM

_____ no longer requires the accommodations and
(Last Name, First Name)
modifications as set forth in the Adjusted Grade Program dated
_____.

The student will be assessed using the Brecksville-Broadview Heights City
School District Grading Scale beginning _____.

EL Teacher Signature

Teacher Signature

School Counselor Signature

Principal Signature

Parent Signature



Brecksville-Broadview Heights City School District

OELPA Family Report Cover Letter

Name of Student:

Test Date:

School:

Grade:

EL Teacher:

Dear Parents/Guardians,

Our district is required to assess the English language proficiency of all students who have been identified as an EL through our screening process. Your child's English language skills have been assessed using the ***Ohio English Language Proficiency Assessment*** (OELPA). A copy of the report is enclosed with this letter. Based on the results of the OELPA, your child will continue to receive English Language services.

We invite you to meet with the classroom and EL teacher at any time. If you have questions, please contact your child's teacher.

Sincerely,

David Martin, Ph.D.
Director of Teaching, Learning, & Collaboration



Brecksville-
Broadview Heights
City School District

Brecksville-Broadview Heights City School District

Brecksville-Broadview Heights City Schools English Learner Program

Exit Notification

Name of Student:

Test Date:

School:

Grade:

Dear Parents/Guardians,

This letter serves as notification that your child has achieved proficient scores on the Ohio English Language Proficiency Assessment (OELPA). Due to the high test scores, we have discontinued English Learner (EL) services and your child has been exited from the EL program. As a student who has exited our EL program, your child's progress will be monitored for two years to ensure future academic success; however, they will not be scheduled for any EL services, nor will they be required to participate in the annual OELPA.

On behalf of BBHCSD, I wish your child all the best in the future. Please do not hesitate to contact me if you have any questions or concerns.

Sincerely,

David S. Martin, Ph.D.
Curriculum Director
martind@bbhcsd.org
440-740-4028



Brecksville-
Broadview Heights
City School District

Brecksville-Broadview Heights City School District

EL TWO-YEAR MONITORING FOLLOW-UP EVALUATION

Year 1 ____ Grade ____

Year 2 ____ Grade ____

STUDENT'S NAME: _____

CURRENT GRADE: _____

DATE EXITED FROM EL PROGRAM: _____

Dear Counselor/Teacher:

Your input is very important in determining the academic success of this student. Please take a moment to answer the following questions to help assess how well the student has been progressing since they exited from the EL program.

Thank you,

Subject: _____ Teacher: _____

Results and date of relevant last assessment (s):

Assessment	Date	Results

How is this student progressing academically in your class? Do you have any special concerns (academic, social, emotional) about this student within the school setting?

Signature

Title

Date



Brecksville-Broadview Heights City School District

Interpreter No Longer Required

To the Parent/Guardian of: _____

Date: _____

This letter is to inform you that based on multiple data points your child will **not** receive an oral interpreter for the upcoming _____ state assessment(s). It has been determined that _____ no longer benefits from this service based on their English language proficiency improvements over the course of this school year. Your child will be allowed the use of a word-to-word bilingual dictionary if appropriate as well as extended time. Please check and sign below whether or not you agree, and return this form with your child to their school building. If you have any questions or concerns, please do not hesitate to contact me.

Thank you,
Teacher Name _____
EL Teacher _____

____ Yes, I agree that my child does **not** require an oral interpreter for the Ohio State Assessments.

____ No, I disagree and am requesting that my child be provided an oral interpreter for the Ohio State Assessments.

Student name: _____

Parent signature: _____

Date: _____



Brecksville-Broadview Heights City School District

OELPA Testing Notification

Date

Dear Parent/Guardian:

Beginning in the month of February, English Learners (EL) at Brecksville Broadview Heights City Schools will begin the Ohio Test for English Language Proficiency Assessment (OELPA). The OELPA includes four assessments that the students will complete to demonstrate their English Proficiency Level.

The Ohio Department of Education requires OELPA to be administered each year in order to monitor each student's language development in four areas: reading, writing, speaking, and listening. The results of the test will not affect your child's grade or appear on the report card; however, OELPA is important because the results help to determine the level of EL support each student will need for the next school year. Please encourage your child to do his or her best on the test.

Please contact me if you have any questions about the OELPA testing.

Sincerely,

EL Teacher
School
E-mail



Brecksville-
Broadview Heights
City School District

Brecksville-Broadview Heights City School District

EL Narrative Report for Beginner ELs

Student Name: _____

School: _____

Grade: _____

Quarter: _____

The following narrative summarizes how the student performed during this quarter.

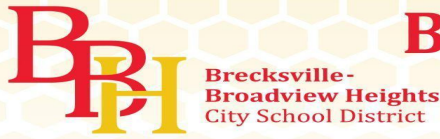
EL Teacher:

Language Arts:

Math:

Science:

Social Studies:



Brecksville-Broadview Heights City School District

Name of Student:

School:

Dear Parents/Guardians,

Date:

EL Teacher:

Grade:

Your child has been identified as an English Learner **and will receive services** until he/she achieves proficiency in English as determined by the end of the year state assessment OELPA (Ohio English Language Proficiency Assessment). Ohio defines a student who is an English learner as one who has a primary or home language other than English and needs special language assistance to effectively participate in school. As an English learner, your child is eligible for support through our English language development program. The program helps ensure your child can participate meaningfully in school classes and activities.

BBHCSD used the state's Language Usage Survey (LUS) and Ohio's English Language Proficiency Screener (OELPS) to measure your child's English proficiency in listening, speaking, reading, and writing. The attached document contains your child's results.

Our school district used an English-only supplemental instructional program designed to meet the special language needs of English learner students in which none of the instruction during the day incorporates the student's native language. Examples of instructional delivery options provided in this program are pull-out small group sessions, sheltered content-based classes (such as a mathematics class adapted to the English proficiency level of English learner students), and support provided by an ESL specialist in a mainstream classroom setting (inclusion).

The purpose of the program is to provide additional support for students not yet proficient in listening, speaking, reading, and writing in English. The program will help your child meet age-appropriate academic achievement standards for grade promotion and graduation. Your child's achievement in reading and math will be reported to you regularly.

Students remain classified as English learners until they reach the Proficient overall level as measured by the OELPA given yearly in the spring. English learners demonstrate the overall Proficient level by earning a score of 4 or 5 in each of the four parts of the test (listening, speaking, reading, and writing). **Please complete the form on the back and return it by _____.**

Most students in the EL school language program become proficient in English and exit the program within 4-7 years. When exited from the program, your child's performance will continue to be monitored for two years to determine if additional language support is needed. In the most recent school year, 100% percent of our high school English learner students graduated in four years.

If your child has a disability, we will ensure that an individualized plan for providing special education or disability-related services addresses the language-related needs of your child. The team will design a plan that includes participants knowledgeable about your student's language needs.

We strongly encourage your child's continued participation in the English language development program and invite you to learn more about the benefits of the program. However, you have the right to remove your child from the language instruction program at any time. Please contact or visit us to discuss your child's progress in English language development and academic achievement.

Sincerely,
David S. Martin, Ph.D.
Director of Curriculum and Instruction

To be completed by Parent/Guardian:

Student first and last names _____

Student's native language _____

Parent's native language _____

Language most often spoken at home _____

I understand this information about the EL program for my child..... ☐ Yes ☐ No

I would like my child to receive EL services..... ☐ Yes ☐ No

If you disagree with the recommended program services, you may decline your child's participation.

Should you choose to decline services, your child will then be placed in the general instruction program with students who are fluent in English.

Please know that if you decline services your child is still required by law to participate in the annual OELPA (Ohio English Language Proficiency Assessment) and state achievement tests.

Please contact your EL teacher and/or district staff to discuss should you have any further questions regarding the English language program.

Tanya Natsoulas natsoulas@bbhcsd.org BBHHS & BBHMS

Jeff Moore moorej@bbhcsd.org BBHMS

Joyce Demetro demetroj@bbhcsd.org BBHES

Sara Ryan ryans@bbhcsd.org BBHES

Parent/Guardian first and last names (print): _____

Parent/Guardian Signature: _____

Date: _____

Please return this completed form to your child's classroom teacher by

_____ .