English Learner Program Manual
Pleasant Local Schools
2026-2027 School year

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District Mission, Values, & Beliefs

MISSION STATEMENT

Pleasant Local Schools is committed to Unleashing the Potential of all Community Members. Our Spartan Strong Culture is fundamental to all previous, current, and future success!

SPARTAN STRONG CORE VALUES

- Serve and Empower Others
- Driven by Purpose and Vision
- Act with a Positive Mindset

Welcome to the 2026-2027 school year! It is with great pride and excitement that I introduce myself to you as the Principal of Pleasant Elementary. I feel truly blessed to be the lead learner of such a fantastic school. Pleasant is a very special place and it is a privilege to serve this great Spartan Strong community!

The *staff and I are pleased to have you as a student and will do our best to help make your experience here as enjoyable and successful as possible. To help provide a safe and productive learning environment for students, staff, parents and visitors, the Board of Education publishes this updated Student/Parent Handbook annually to explain students' rights, responsibilities and consequences for misbehavior.*

Parents and students are encouraged to take a few minutes to review and discuss the information in this Handbook with their school-age children. Thank you for taking the time to become familiar with the important information in this Handbook.

Finally, as Principal, my door is always open and I welcome your input. Please feel free to stop in or call to make an appointment to discuss any concerns, suggestions, or ideas to help make this the best year yet!

Follow us on Social Media
Twitter: *@ple_Spartans #SpartanStrong #unleashingpotential*
Facebook*: Pleasant Elementary Spartans*
Website: *http://es.pleasantlocalschools.org*

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EL Program Goal:

To provide EL students a personalized education

- Collaborative teams work to analyze student data in order to provide instruction that fosters academic achievement, critical thinking, and problem solving
- Provide a variety of EL programs to meet the language and academic needs of the heterogeneous EL population
- Provide ELs with accommodations appropriate to their language needs so that they can effectively access content
- Offer professional development opportunities which promote both a deeper understanding of effective instructional strategies for ELs and respect for cultural and linguistic diversity
- Ensure that ELs and their families have access to all available programming and activities

Definition of an EL

US Department of Education definition

English learner – The term "English learner," when used with respect to an individual, means an individual —
(A) who is aged 3 through 21;
(B) who is enrolled or preparing to enroll in an elementary school or secondary school;
(C)(i) who was not born in the United States or whose native language is a language other than English;
(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
(i) the ability to meet the challenging State academic standards;
(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
(iii) the opportunity to participate fully in society.
(ESEA Section 8101(20))

Placement Procedure

ELs are placed in the grade that most closely aligns to their age.

Once a student's EL status is determined and other available student data is analyzed the EL student's service within the district's EL programing is determined. Service recommendations are communicated to parent(s)/guardian(s) to gain consent or refusal of services by signing documentation.

At the high school level, students' prior educational experiences will be taken into account when determining grade placement. Transcripts from previous schools, formal education experience, and other individual factors will inform the appropriate placement of high school students. Additional guidance on enrollment of newcomer students in high school can be found here.

Identification of English Learners

Pleasant Local Schools is committed to establishing and implementing a standardized procedure for the identification of English learners. 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.
The uniform process begins with the administration of Ohio's Language Usage Survey to all new students upon registration in the school or district. After identifying potential English learners with the Language Usage Survey, schools assess these students' English language proficiency. A school employee then validates the survey and assessment results to complete the identification.

The Identifying English Learners in Ohio document guides school staff through the administration of the Language Usage Survey and the subsequent assessment of English language proficiency.
Ohio's Language Usage Survey (Appendix A) **(translations available below)** assists schools with the identification of potential English learners, as well as immigrant students and students with limited or interrupted formal education. Supplemental questions (Appendix B) are included and can be referred to by school staff to gather additional information about students during enrollment or at a later time. •
Frequently Asked Questions for the Language Usage Survey

APPENDIX A: LANGUAGE USAGE SURVEY TRANSLATIONS

Arabic: Word | PDF
Chinese: Word | PDF
Creole French: Word | PDF
English: PDF
French: Word | PDF
German: Word | PDF
Japanese: Word | PDF
Nepali: Word | PDF
Portuguese: Word | PDF
Russian: Word | PDF
Somali: Word | PDF
Spanish US: Word | PDF

Swahili: Word | PDF
Turkish: Word | PDF
Twi: Word | PDF
Vietnamese: Word | PDF

Part One – Language Usage Survey

The Language Usage Survey is a common registration component; the questions are embedded in the district enrollment form for all children. The first four questions are important in determining which families and students may need language support through our district's EL program.

Communication Preferences indicate your language preference so we can provide an interpreter or translated documents at no cost when you need them. All parents have the right ot information about their child's education in a language they understand.	1. In what language(s) would your family prefer to communicate with the school? _____
Language Background Information about your child's language background helps us identify students who qualify for support to develop the language skills necessary for success in school. Testing may be necessary to determine if language supports are needed.	2. What language did your child learn first? _____ 3. What language does your child use the most at home? _____ 4. What languages are used in your home? _____

The LUS form is available on our website and is given during registration.

The answer to Question 1 is used to provide families with information in the language they request. Pleasant Local Schools contracts with several local agencies for interpreting and translating needs. The district will request interpreters and/or translations as needed to effectively communicate with a student's family. Interpretations and/or translations for things such as parent-teacher conferences, IEP meetings, and test result notifications.

The answers to Questions 2, 3 and 4 determine if a student should be considered for EL services. If a language other than English is given on these questions, the student is referred to the district and/or building EL staff.

- If the answers on the LUS questions 2-4 are all answered "English" a member of the building administration team will complete section 4 on the back of the LUS.
- If any of the answers on the LUS questions 2-4 are answered in a language other than English after a records review and/or screening a member of the staff will complete section 4 on the back of the LUS.

Part Two – LUS and Records Review

The staff reviews the student's school records to determine if the student has already been identified as an EL or should be screened by using the OELPS.

- An EL student who transfers from another Ohio school district or one of the ELPA21 states (Arkansas, Iowa, Louisiana, Mississippi, Nebraska, Oregon, Tennessee, West Virginia) and student records indicate that the student has not yet achieved proficiency does **not** need to be screened with OELPS. They will retain their status as EL and will be assessed annually with OELPA.
- A student transferring from another Ohio district or any other state whose records indicate that they have exited EL status will retain their status as exited. They do **not** need to be screened with OELPS.

Ohio English Language Proficiency Screener (OELPS)

OELPS is an online assessment designed to identify students who are not yet proficient in English within the domains of listening, speaking, reading and writing. The assessment is aligned to the English Language Proficiency Standards and the EL spring test, OELPA. OELPS is administered individually by the EL staff member during the school day or by appointment when needed. Part of the assessment is scored by the teacher and part is scored by the computer. These two scores are combined to give a score in each domain – listening, speaking, reading and writing; the domain scores result in an overall score. The overall score determines if a student is identified as an EL. If a student receives an overall score of "emerging" or "progressing" he or she is identified as an EL. If a student receives an overall score of "proficient" he or she is not identified as an EL.

Parent Notification

Parents are notified of the results of the OELPS, or of a review of the student's records. Students who were identified as ELs in another district will continue to be classified as EL in this district. A letter of consent to services will be sent home.

The parents must be notified within 30 days from the beginning of the school year, or within two weeks if a student enrolls after the first 30 days of the school year.

EL Programs

Instruction and planning are grounded in both the state English Language Arts (ELA) and English Language Proficiency (ELP) Standards. The ELA standards provide a grade level instructional guide while the ELP standards provide a guide to scaffold instruction and assessment.

Pleasant Local Schools offers a variety of programs during the school day to support the personalized education of EL students:

In Class Instruction
In this approach, EL students are together with their native-English speaking peers in the same classroom, but an ESL or bilingual education specialist is available in the classroom to support the EL students. For example, the ESL or bilingual education specialist may provide guidance to the EL students as they are working on a group project or individual assignment. In addition, the general education classroom teacher differentiates content using a variety of strategies, such as small group, guided reading instruction, direct vocabulary instruction, etc.

Small Group Pull-out/Tutoring
Individual or small group support provided outside the general education classroom; instruction is focused on students' needs in Reading, Writing, Listening, or Speaking.

Consultation, Monitoring, and Academic Assistance
This support involves collaboration between teachers and specialists to gain information and resources to better support ELs as a population, as individuals, and as language learners. English language proficiency standards are addressed across the curriculum.

EL Progress Reports to Parents

EL Progress Reports are used for the elementary EL program and some middle/high school students. Translated copies of the reports are provided as needed.

English Language Proficiency Standards

Ohio has English Language Proficiency (ELP) Standards for ELs. The standards were developed by the ELPA Consortium of which Ohio is a part. There are ten anchor standards from Kindergarten through Grade 12. Descriptors tell what students can do at the end of each of the proficiency levels in each standard. EL teachers use these standards to guide their work. It is recommended that content area and classroom teachers also familiarize themselves with the standards to guide their work with the EL students they teach.

The ELP standards link to Ohio's Learning Standards and prepare EL's to reach Ohio's standards. The ELP standards are available in these grade bands K, 1, 2-3, 4-5, 6-8, 9-12.

The standards can be found at http://education.ohio.gov/Topics/Other-Resources/English-Learners/Teaching-English-Language-Learners/Ohio-English-Language-Proficiency-ELP-Standards

English Language Proficiency Levels

Describes what a student can do at the end of each level.

Level	Descriptor
1	Shows limited control of English when participating in grade level activities. Conveys simple information, using simply constructed phrases and sentences with a limited range of vocabulary.
2	Shows emerging control of English when participating in grade appropriate classroom activities. Conveys briefly sequenced and/or simply detailed information, using combinations of simple sentence structures and simple vocabulary
3	Shows developing control of English when participating in grade-appropriate classroom activities. Uses related paragraphs to convey related events, ideas, and/or opinions, using frequently occurring complex sentence structures and a developing vocabulary
4	Shows increasingly independent control of English when participating in grade-appropriate classroom activities. Conveys related events, ideas, and/or opinions, using multiple related paragraphs with increasingly complex descriptive sentence structures with a wider vocabulary
5	Shows independent control of English when participating in grade-appropriate classroom activities. Conveys a complex sequence of events, ideas, opinions. And/or steps in a process using a wide variety of sophisticated sentence structures and a wide vocabulary

Note: English does not typically develop uniformly. It is not unusual for a student to be at different levels in different domains. For example, Student A may be at level 3 in speaking and listening, but may be at level 2 for reading and writing. Student B may be level 3 for speaking, level 4 for listening, level 3 for reading and level 2 for writing

Instruction in the Mainstream/Content Area Classes

Classroom and content area teachers in Pleasant Local Schools play a key role in English language services and are expected to provide scaffolds and accommodations for ELs in their classes. Here is a list of possible accommodations in instruction and assessments:

Visual aids – pictures, videos, manipulatives, sketches, real items
Speak slowly and clearly, avoiding idioms, slang and colloquialisms
Bilingual materials or a bilingual aide
Extended time
Differentiated assignments
Use of a dictionary, other reference materials and translation tools
Repeat or model directions
Frequent checks for understanding
Vocabulary lists, pre-teach vocabulary
Graphic organizers, concept maps

Limit key concepts, determine key standards
Provide outlines, highlighted notes
Peer or buddy teaching
Student writes in first language
Open book test or a word bank
Give wait time
Think Alouds, Modeling
Provide frequent opportunities for small group work

Further information can be found in the English Learners Toolkit - https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

To assist with newcomers, check out this resource- https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf

Ohio English Language Proficiency Assessment (OELPA)

The OELPA is a state-required assessment given annually to all students identified as English Learners.

OELPA is an online assessment, based on the English Language Proficiency Standards, which assesses the four domains of listening, speaking, reading and writing. It is administered by the staff, building test coordinators, or other qualified and trained staff. The domains of listening, reading and writing may be administered in a group setting. Speaking is administered individually. ELs do not receive any accommodations on the OELPA as it is an assessment of their English skills. No dictionaries may be used. The assessment is not timed.

OELPA allows for domain exemptions. If a student's disability prohibits the student from participating in a domain, the student can be exempted from up to three of the domains. For example, a deaf student can be exempted from the listening test. An identified disability in a domain is not reason enough for exemption. Exemptions must be documented on the student's IEP or 504 plan.

See the Ohio Rules Book for more details. http://education.ohio.gov/Topics/Testing/Testing-FormsRules-and-Committees/Ohio%e2%80%99s-State-Tests-Rules-Book

**The results of OELPA are generally received by districts in May with official results from the state department in June. Test results and letters are sent to parents through the United States Postal System.*

Proficiency Levels

OELPA results are given as a level in each domain – listening, speaking, reading and writing. However overall results are expressed in three performance levels - emerging, progressing and proficient Emerging – "Emerging" students received a combination of 1's and 2's on the domains.
Progressing – "Progressing" students received a combination of scores that do not fit into the "Emerging or Proficient" levels
Proficient – "Proficient" students received a combination of 4's and 5's on the four domains.

Students who score proficient on the OELPA are exited from the EL program. The district continues to monitor them for the following two years.

Progress Monitoring Exited ELs

Exited EL students will be formally progress monitored twice a year, mid-year and at the end of the school year. Teachers will gather and analyze various testing data points for exited ELs. If data show a student is not performing on track, the building RTI team will be notified and if a plan is not already in place a plan will be developed to support the student. The teacher leader will review the district data of the exited ELs to ensure that action steps are in place for students who are struggling. Any teacher of the exited EL student can, at any time during the school year, refer the student to the RTI team. The building EL staff should be notified of the referral.

State Assessments

English Learners take all state assessments for their grade level.

Details about the state tests can be found here:
http://education.ohio.gov/Topics/Testing

The state's testing calendar can be found here:
http://education.ohio.gov/Topics/Testing/Test-Dates/2018-2019-Testing-Dates

All identified English learners may have extended time and use a word-to-word translation dictionary on all tests. Students who have exited the EL program by testing as proficient on OELPA are not eligible for EL accommodations.

Additional accommodations which may be appropriate for some ELs, including translation or use of the Spanish/English bilingual test form (excluding ELA state tests), are listed in Ohio's Accessibility Manual.

Test administrators should determine accommodations for ELs on a student-by-student basis, taking into consideration the student's language acquisition level and familiarity with the accommodation. For example, a word-to-word dictionary may not be appropriate for a student with low English language acquisition or who does not use a dictionary regularly. Translation may not be appropriate for an EL who has not received any instruction in the content area in their native language.

According to the Ohio Accessibility Manual, "When considering accommodations for English learners, it is important to focus on the effectiveness of each accommodation for the individual student. A student's level of English language proficiency influences accommodation effectiveness, as do other factors, including their literacy development in English and native language, grade, age, affective needs, and prior education. The purpose of assessment accommodations for English learners is to allow more accurate demonstration of their knowledge of the content being assessed, which may also improve an English learner's rate of passing state assessments."

District Assessments

Pleasant Local Schools, in addition to state tests, administers a variety of assessments to inform instruction with real time data and to monitor the progress of all students. These include NWEA MAP and Fountas & Pinnell benchmark assessments. Refer to each publisher's guidelines for EL accommodations.

Grade Retention

Pleasant Local Schools does not retain a student in a grade due to language challenges. If retention is being discussed for an EL, the EL teacher must be on the team making the decision. Otherwise, decisions are made based on board policy.

ELs with a Disability

Being a language learner is not a disability. Pleasant Local Schools strives to correctly identify ELs for Special Education services. The EL teacher is involved in the process of identification. Once identified, the student is entitled to receive both EL and Special Education services; the IEP team will discuss and determine services. The EL teacher, Intervention Specialist, and General Education teacher will work together to design language support for the student.

The Ohio Department of Education offers guidance on identifying ELs with disabilities. These documents must be used when an EL is being considered for Special Education.
http://education.ohio.gov/Topics/Other-Resources/English-Learners/Teaching-English-LanguageLearners/Guidelines-for-Referral-and-identification-of-1

ELs in Other Programs

Pleasant Local Schools takes steps to utilize assessments for gifted identification that are an appropriate measure of culturally and linguistically diverse students' abilities. All students participate in gifted testing multiple times during their educational career, and referrals for gifted testing are accepted on an ongoing basis.

For more information please visit
https://www.hilliardschools.org/departments/curriculuminstruction/gifted-services/gifted-identification/.

Parent Communication

Pleasant Local Schools values the home-school connection and has a Parent Communication Plan. Parents are asked for their preferred language on the enrollment form. The district provides translations or uses interpreters when feasible. The following are examples of forms and letters can be translated: Third Grade Reading guarantee letters, EL permission slips, and IEP's.

To request an interpreter please submit a request through the building principal.

Family and Community Engagement

Pleasant Local Schools has a plan for Family and Community Engagement. The district offers several opportunities for family engagement throughout the school year. Parent engagement opportunities and community partnerships include: parent-teacher conferences, literacy nights, math nights, PTO, district and building newsletters, open houses and curriculum nights.

EL Program Evaluation

District staff and district administrators collect and analyze various data throughout the year. Data is analyzed and instructional or programming plans are developed both at a building and district level. Building level data is analyzed during data team meetings. District level data is analyzed during district level EL meetings.

Achievement & Demographics

Under the new Ohio Accountability System for schools, a certain percentage of English Learners must make progress toward becoming proficient in English each year. In 2024-2025, 45% of Pleasant Local Schools students made the required progress.

Pleasant Local Schools had 1.3% of the population identified as EL in the 2023-2024 academic school year.

Description of Title III Funds

The following are examples of how funding is utilized in the three required Title II activities.

Programs and Services (Title III and other funds)
EL tutor positions

Professional Development (other funds)
Conferences, Speakers, Trainers

Parent, Family and Community Engagement (other funds)
Interpreting and translating services
Building level open houses
Home visits
Building level multicultural events

Definition of Terms

BICS - Basic Interpersonal Communicative Skills
This is social language, the day-to-day language needed to interact with other people. BICS is used on the playground, in the cafeteria, on the bus, etc.; it is context based. It takes 1 – 3 years to develop.

CALPS - Cognitive Academic Language Proficiency
This is academic language; general academic words and content specific words. Academic language is context reduced, especially in the upper grades. It takes 5 - 10 years to develop.

Castaneda vs Pickard (1981)

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

EL - English learner
A student whose primary or home language is other than English who need special language assistance in order to effectively participate in school instructional programs" (Ohio Department of Education) (newest term used by the federal and state departments of education)

EL Status
L - An EL student who is within their first year in U.S. schools
S - An EL student who is within their second year in U.S. schools
Y - An EL student who does not fit the L, S, or M criteria
M - An EL student who has earned Monitor Status**:** Earned when students obtain three domain scores of 4s or 5s and one domain score of a 3 on the OELPA. This status is earned each year.

ELL - English Language Learner
See EL

ELP - English Language Proficiency
A level of a students proficiency with in Listening, Speaking, Reading, and Writing.

ESL - English as a Second Language
An instructional program provided to English Learners.

Landmark Court Cases

- **Lau v. Nichols (1974)**

  A class action lawsuit brought by parents of non-English proficient Chinese students against the San Francisco Unified School District. In 1974, under the Civil Rights Act of 1964, the Supreme Court

ruled that identical education does not constitute equal education. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking Chinese students in the district.

- **Castañeda vs Pickard (1981)**

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

- **Plyler v. Doe (1982)**

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

LEP - Limited English Proficient
The term used in state and federal laws to describe students who are identified as ELs; can be viewed as a negative description of what students cannot do.

LTEL - Long Term English Learner
A student who has been identified as an English learner for longer than five years.

LUS - Language Usage Survey
A part of student registration that is filled out for each new student enrolling in to the district. The questions and information on the form has be standardized by ODE.

OELPA - Ohio English Language Proficiency Assessment
The standardized spring EL assessment used in Ohio. This assessment is used to determine English Language Proficiency.

OELPS - Ohio English Language Proficiency Screener
The standardized EL screener used in Ohio. This assessment is used to determine if a student is an EL.

SIFE - Students with Interrupted Formal Education
Learners who have experienced interruptions in first-language education in their home country. (**SLIFE** Students with Limited or Interrupted Formal Education.)

SIOP - Sheltered Instruction Observation Protocol
A scientifically validated model of sheltered [can be used in a EL only classroom or a mixed EL and nonEL classroom] instruction designed to make grade-level academic content understandable for English learners while at the same time developing their English language. The protocol and lesson planning guide ensure that teachers are consistently implementing practices known to be effective for English learners."(Making Content Comprehensible for English Learners The SIOP Model, 2013)