



# Sandusky City Schools

407 Decatur Street, Sandusky, OH 44870-2442 • 419-984-1050 • [www.scs-k12.net](http://www.scs-k12.net)

## *Office of Student Services and Family Support*

### English Learner Identification Procedure 2024-2025

#### IDENTIFYING ENGLISH LEARNER

Student “**Registration Form**” indicates a “primary language spoken at home” OTHER THAN English, send **Registration Form** to Student Services.

#### ASSESS ENGLISH LANGUAGE PROFICIENCY

1. Language Usage Survey (ODE Survey)
  - a. Student Services
    - i. Contact Family
      1. Complete “Language Usage Survey” provided by ODE
      2. Submit information from the language usage survey in the appropriate EMIS elements (i.e., home language, native language, and immigrant status)
      3. Verify qualification for EL services
    - ii. If the student is identified as an English Learner (English is not the primary language) Notify:
      1. Office of Chief Academic Officer for student AIRAST entry
      2. Educating team of the student’s:
        - a. EL status, AND
        - b. Date by which the student needs screened with the Ohio English Language Proficiency Screener (OELPS)

(EL Team, as appropriate: Principal and building administrative assistant, homeroom teacher/ELA teacher, school counselor, student services coordinator, Chief of Staff, EMIS Coordinator, school social, transportation supervisor ).
2. Ohio English Language Proficiency Screener (OELPS)
  - a. Student Services: Notify TESOL the date by which the student needs assessed
  - b. TESOL
    - i. Within 30 days of district enrollment (date provided by Student Services), administer the **OELPS** through the AIRAST online system.
    - ii. Notify Student Services once the **OELPS** is completed
3. Qualification Determination
  - a. Student Services:
    - i. Retrieve OELPS results
    - ii. Notify building principal of student’s EL eligibility
    - iii. Notify TESOL (aka., EL teacher of record) of student’s EL eligibility
    - iv. Notify the parents/guardians in an understandable and uniform format of (English and native language) via “English Language Acceptance/Refusal Letter”:
      1. Student’s eligibility for services (participation in the language instruction educational program)
        - a. Within 30 days of the start of the school year, OR
        - b. Within two weeks of placement if not identified prior to the beginning of the school year.
      2. Student’s right to access grade-level curricula and right to equal opportunity to participate in all programs (academic, co-curricular, extra-curricular, clubs, and honor societies)
  - b. Building Principal or Principal’s Designee
    - i. Notify Student Services of the student’s teacher who is designated for SIOP training.
    - ii. If no teacher is identified by the principal for training, Student Services will offer SIOP training to all teachers educating the student.

#### 4. Eligible English Learners

##### a. Student Services

- i. Notify the TESOL an **English Learner Plan** is necessitated
- ii. Provide written directions to the TESOL regarding how to access the Plan in the district adopted software.
- iii. If the student has a 504 Plan and/or IEP:
  1. Notify the student services coordinator and intervention specialist to ensure EL status and accommodations are reflected in all plans.
  2. Notify the TESOL of exceptionality qualification, and identified intervention specialist (if IEP) to ensure 504/IEP status and accommodations are reflected in all plans.
- iv. Send a calendar invite/reminder for state required OELPA test administration date to the principal and TESOL.
- v. Send OELPA testing reminders to the principal and TESOL: 1 month, and 1 week prior to the close of the test window
- vi. Retrieve OELPA results
  1. Annually:
    - a. Notify parent/guardian of English learner identification and services (letters in English and native language)
    - b. Update DASL reports and codes
    - c. Maintain EL records (i.e., Surveys, OELPS/OELPA results, letters, English Learner Plans)
    - d. Notify building principals and TESOL of students identified as EL, and OELPA testing requirements
- vii. SIOP train all principal designated teachers (see 3.b.)
- viii. Notify Office of the Chief Academic Officer of
  1. Considerations for curriculum materials needed
  2. State and District assessment needs/accommodations, inclusive of translation needs (per EL Pan)

##### b. TESOL

- i. Write the **English Learner Plan** (following initial identification, then annually following OELPA administration)
  1. Consideration to speaking, listening, reading, and writing needs
  2. Cultural and religious considerations including, but not limited to, religious, dietary, and procedures to communicate with family/family members.
- ii. English Learner Plan, copies:
  1. Parent
  2. Teacher(s)
  3. Student Services
  4. Cumulative File
  5. Intervention Specialist (as IEP applicable)
  6. School Counselor (as 504 applicable)
- iii. Administer the Ohio English Language Proficiency Assessment (OELPA) within the State testing window (annually)
- iv. Consult with Principal or designee regarding student academic equity (e.g., scheduling, prerequisite skills/coursework, differentiation considerations within Career Technical coursework; high school graduation)

#### 5. Monitoring of Former English Learners (Title VI of the Civil Rights Act)

- a. For two school-years, students dismissed from EL eligibility will be monitored academically through the existing District monitoring processes.
- b. Should academic and/or social deficits be demonstrated, intervention will be provided through the District multi-tiered system of supports.
- c. Meaningful participation in educational programs will be supported comparably with native English speaking peers.
- d. Should a former EL student demonstrate academic deficits precipitating from English language improficiency, the assessment for English Language Proficiency identification shall be reinitiated as delineated within the above identification procedure.
- e. Regardless of a student's status as an English Learner, District services, supports, and programming will be available and implemented based on demonstrated/assessed need.

NOTE: The Ohio English Learning Ohio English Language Proficiency **Screenner** (OELPS), is not the same as, Ohio English Language Proficiency **Assessment** (OELPA).