

# Tasks for Creating, Enhancing, and Sustaining an English Learner Program

This is the full listing of the Tasks that an administrator would complete for *creating, enhancing, and sustaining an English Learner program*. Each task refers to relevant resources in the Administrator’s Resource Kit or on the Ohio Department of Education and Workforce website, both of which provide access to additional tools and resources.

Task	Key Information and Resources
Review federal requirements to understand the obligations for serving English Learners.	Federal law protects English Learners based on the Civil Rights Act of 1964 and ensuing legal decisions. The legal requirements are summarized in The <a href="#">U.S. Department of Education’s English Learner Toolkit</a> and <a href="#">Raise the Bar: Pathways to Multilingualism</a> , and the <a href="#">U.S. Departments of Justice and Education’s Dear Colleague Letter of January 2015</a> .
Understand designations for English Learners.	English Learner designations can raise awareness of English Learners and their need for the most effective support and resources.

Task	Key Information and Resources
Staff the English Learner program.	<p>According to the <a href="#">U.S. Departments of Justice and Education in their Dear Colleague Letter of January 2015</a> and the <a href="#">U.S. Department of Education’s English Learner Toolkit Chapter 3</a>, Schools and districts must ensure their English Learner program has the staff and resources necessary to effectively implement their chosen program(s), even if they have only a few English Learners and/or don’t receive Title III funding. This includes qualified teachers to help students learn English, trained leaders to assess those teachers, and appropriate, high-quality program materials.</p>
Provide professional development.	<p>To meet the needs of English Learners, provide professional development to <b>all</b> staff on best practices to support English Learners with the tools they need to both access the material and strengthen their language skills. It is important to ensure that teachers are supported and have opportunities for specific professional development.</p>
Select an English Learner program model.	<p>Schools and districts identify an English Learner program model based on the number of English Learners and the resources available. Even if there is a small number of English Learners in a school or district, a model is recommended to support planning to meet students’ needs.</p>
Develop an English Learner handbook.	<p>Under Title III, schools and districts are required to have a handbook that details the plan for serving English Learners. Handbooks support staff efforts to comply with school and district policies and procedures.</p>

Task	Key Information and Resources
Place newly arrived students.	<p>When students transfer from another United States school, consider each student’s age and the grade they were placed in by their previous school. Students who are new arrivals to the United States are often placed in the grade level that most closely matches their age. For high school students, grade placement is determined by credits earned. Transcripts are reviewed and schedules created based on courses needed to graduate. <a href="#">Supporting Newcomers in Secondary Schools</a> addresses specific guidance, including transcript evaluation.</p>
Identify English Learners.	<p>Ohio follows standardized procedures to identify students who are English Learners. Students with Interrupted/Inconsistent Formal Education (SIFE) are a subset of English Learners. A common definition of SIFE can help administrators and educators to understand and support the unique needs of this group of students.</p>
Notify parents or guardians.	<p>Federal law and the Ohio Department of Education and Workforce guidelines require that parents and guardians be notified of their student’s initial identification as an English Learner within 30 calendar days of enrollment and the beginning of instruction. Notification is sent annually to confirm student’s continued engagement in the program.</p>

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Create a welcoming environment.	Ensure that the school environment emphasizes that all students, backgrounds, and languages are valued. For English Learners and their families, their first impressions upon entering a school can go a long way to help them to feel welcome and support the student's efforts to engage in learning opportunities.
Acknowledge English Learners in preschools and non-public schools.	Many English Learners attend preschools in Ohio and are identified as dual language learners because they are acquiring two languages before kindergarten.
Identify English Learners with suspected disabilities.	Learning disabilities are often over or under identified in English Learners. <a href="#">The Ohio Department of Education and Workforce</a> provides guidance.
Develop individual English Learner plans.	Ohio does not require an individual learning plan for English Learners, but it is a best practice that many schools and districts use to assist staff who interact with students. This plan can provide a coherent and cohesive approach to supporting English Learners based on each student's individual language and whole child needs.
Monitor English Learners who exit the program.	Schools and districts must monitor English Learners who score proficient on the Ohio English Language Proficiency Assessment (OELPA) for at least two years to ensure that the former English Learner is successful in content areas and that language is no longer a barrier.

Task	Key Information and Resources
Support high school graduation.	English Learners have the same graduation requirements as their English proficient peers. There is no exemption. To meet these challenging requirements, schools and districts are encouraged to develop a graduation plan for each English Learner based on that student’s educational background and English proficiency and identify students who may be able to earn the Ohio Seal of Biliteracy.
Ensure access to postsecondary pathways.	Schools and districts can not only help English Learners graduate, but also create opportunities for their postsecondary success. Schools and districts are encouraged to promote English Learners' self-discovery, consideration of potential postsecondary pathways, and preparation for the pathway they choose.
Account for English Learner outcomes.	English Learners are included in the annual Ohio Department of Education and Workforce’s School Report Cards in multiple measures. English Learners must be correctly coded in the Education Management Information System (EMIS) for funding and accountability.
Evaluate English Learner programming.	Routine attention to program improvement is an important component of English Learner programming. The English Learner program must be evaluated annually to ensure it is meeting the needs of English Learners in schools and districts. It is recommended that a committee of the English Learner program’s administrator teachers revisit all aspects of the English Learner program and develop improvement goals.

Task	Key Information and Resources
Fund English Learner services.	There are multiple sources for <a href="#">Funding English Learner Services</a> .
Understand the administrator’s role in planning an English Learner program.	Administrators are an integral part of the process for supporting English Learners. Administrators are school and district leaders who provide a vision and reinforce the value of school improvement related to engaging English Learners.
Establish supportive school environments.	English Learners are more likely to succeed in schools where they feel welcome and valued, and where student backgrounds and home languages are integrated into instruction.
Build effective family, community, and school partnerships.	Schools that are successful in supporting English Learners achieve high academic standards and actively engage with parents, caregivers, and community members. Schools and districts can proactively address English Learner families’ needs, questions, and concerns to build strong partnerships.
Connect English Learners to mental health resources.	Supporting the behavioral and mental health needs of English Learners is critical to facilitate learning and development. Administrators can collaborate with staff and make effective use of community resources to meet student needs.
Promote regular school attendance.	Consistent and regular attendance in school is vital to the academic achievement of all students, including English Learners.

*These resources aim to bolster academic, student wellness and college and career outcomes for Ohio's English Learners. Resources were created through a collaborative effort between the Ohio Department of Education and Workforce and The Ohio State University's Center on Education and Training for Employment along with a dedicated group of family advocates, community leaders, school district personnel, and teachers.*