

LITTLE MIAMI LOCAL SCHOOL DISTRICT  
BOARD OF EDUCATION  
REGULAR MEETING  
MARCH 16, 2011  
6:30 P.M.

The Little Miami Board of Education of the Little Miami Local School District, Warren County, Ohio met in regular session on February 16, 2011 at 6:30 p.m. in the Little Miami High School, 3001 East U.S. 22&3, Morrow, Ohio 45152.

Call to Order and Roll Call

Mrs. Dunbar called the meeting to order at 6:30 p.m.

ROLL CALL:

Mrs. Grice	Present
Mr. Cremeans	Present
Mrs. Black	Present
Mrs. Dunbar	Present
Mrs. Hamburg	Present

Others in attendance were: Mr. Daniel Bennett; Mr. Shaun Bevan; Mr. Greg Power; Mrs. Cathy Trevathan.

Resolution 11-030 Executive Session

Mrs. Grice moved and Mr. Cremeans seconded a motion for the Board to enter into executive session for the purpose of discussing the employment of public employees.

ROLL CALL:

Mrs. Grice	Yes
Mr. Cremeans	Yes
Mrs. Black	Yes
Mrs. Hamburg	Yes
Mrs. Dunbar	Yes

MOTION CARRIED

The Board entered into executive session at 6:31 p.m.

Resolution 11-031 Return to Regular Session

Mr. Cremeans moved and Mrs. Grice seconded a motion to return to regular session.

ROLL CALL:

Mr. Cremeans	Yes
Mrs. Black	Yes
Mrs. Hamburg	Yes
Mrs. Dunbar	Yes

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Mrs. Grice Yes

MOTION CARRIED

The Board returned to regular session at 7:02 p.m.

Resolution 11-032 Adopt the Agenda and Addendum

Mr. Cremeans moved and Mrs. Grice seconded a motion to adopt the agenda as amended, removing one name and adding a long-term substitute under X, Superintendent's Reports and Recommendations.

ROLL CALL:

Mrs. Black	Yes
Mrs. Hamburg	Yes
Mrs. Dunbar	Yes
Mrs. Grice	Yes
Mr. Cremeans	Yes

MOTION CARRIED

Resolution 11-033 Reading of Minutes

Mrs. Hamburg moved and Mrs. Black seconded a motion to approve the minutes from the February 15, 2011 Regular meeting.

ROLL CALL:

Mrs. Hamburg	Yes
Mrs. Dunbar	Yes
Mrs. Grice	Yes
Mr. Cremeans	Yes
Mrs. Black	Yes

MOTION CARRIED

Communications and/or Visitors to the Board

Superintendent Dan Bennett reported that the Ohio School Board Association recently recognized Little Miami Board of Education members and teachers at the Southwest Region Spring Conference. Board Vice President Mary Beth Hamburg and member Mike Cremeans were congratulated for 10 years of board service. Additionally, teachers Annette Baker, Mandi Ricketts, and Ann Marie Klein were honored as nominees for the Ohio Department of Education Teacher of the Year award.

Resolution 11- 034 Financial Reports

Mrs. Grice moved and Mrs. Hamburg seconded a motion to approve the financial reports for February 2011.

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ROLL CALL VOTE:

Mrs. Dunbar	Yes
Mrs. Grice	Yes
Mr. Cremeans	Yes
Mrs. Black	Yes
Mrs. Hamburg	Yes

MOTION CARRIED

Resolution 11-035 Contracts

Mr. Cremeans moved and Mrs. Grice seconded a motion to approve the following contract:

<u>COMPANY</u>	<u>AMOUNT</u>	<u>PERIOD</u>	<u>TYPE</u>	<u>PURPOSE</u>
Century Link	\$1,008	7/2011-7/2016	Service Renewal	Telecommunications

ROLL CALL VOTE:

Mrs. Grice	Yes
Mr. Cremeans	Yes
Mrs. Black	Yes
Mrs. Hamburg	Yes
Mrs. Dunbar	Yes

MOTION CARRIED

Resolution 11-036 Accepting the Amounts and Rates as Determined by the Budget Commission

Mrs. Hamburg moved and Mr. Cremeans seconded a motion to approve the following resolution:

**RESOLUTION ACCEPTING THE AMOUNTS AND RATES AS DETERMINED BY THE BUDGET COMMISSION AND AUTHORIZING THE NECESSARY TAX LEVIES AND CERTIFYING THEM TO THE COUNTY AUDITOR**

WHEREAS, This Board of Education in accordance with the provisions of law has previously adopted a Tax Budget for the next succeeding fiscal year commencing July 1, 2011; and

WHEREAS, The Budget Commission of Warren County, Ohio, has certified its action thereon to this Board together with an estimate by the County Auditor of the rate of each tax necessary to be levied by this Board, and what part thereof is without, and what part within, the ten mill tax limitation; therefore, be it

RESOLVED, By the Board of Education of the Little Miami Local School District, Warren County, Ohio, that the amounts and rates, as determined by the Budget Commission in its certification, be and the same are hereby accepted; and be it further

RESOLVED, That there be and is hereby levied on the tax duplicate of said School District the rate of tax necessary to be levied within and without the ten mill limitation as follows:

<b>Fund</b>	Amount to Be Derived from	Amount Approved by	County Auditor's Estimate of Tax Rate

	Levies Outside 10 Mill Limitation	Budget Commission Inside 10 Mill Limitation	to be Levied	
			Inside 10 Mill Limit	Outside 10 Mill Limit
Bond Retirement Fund	4,770,000		0.00	6.25
General Fund	15,500,000	1,200,000	1.60	31.74
Permanent Improvement		2,250,000	3.00	0.00

And be it further

RESOLVED, That the Clerk of the Board be and he is hereby directed to certify a copy of this Resolution to the County Auditor of said County.

ROLL CALL VOTE:

Mr. Cremeans	Yes
Mrs. Black	Yes
Mrs. Hamburg	Yes
Mrs. Dunbar	Yes
Mrs. Grice	Yes

MOTION CARRIED

Resolution 11-037 Resolution for the Ohio Aid Intercept Program

Mrs. Grice moved and Mr. Cremeans seconded a motion to accept the following resolution”

**A RESOLUTION REQUESTING THE OHIO DEPARTMENT OF EDUCATION  
AND THE OFFICE OF MANAGEMENT AND BUDGET TO APPROVE THE  
DISTRICT TO PARTICIPATE IN THE STATE AID INTERCEPT PROGRAM**

WHEREAS, pursuant to a resolution heretofore duly adopted by this board of education, an election was held on May 2, 2006 upon the question of issuing bonds in the sum of \$62,500,000 for the permanent improvements hereinafter described and of levying a tax outside of the ten-mill limitation to pay the principal of and interest on such bonds, of which election due notice was given according to law and at which election more than a majority of the electors voting on said proposition voted in favor thereof; and

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WHEREAS, the fiscal officer of this school district has heretofore certified to this board of education the estimated life of the permanent improvements hereinafter described as exceeding five (5) years and has further certified the weighted average maximum maturity of said bonds as twenty-eight (28) years; and

WHEREAS, this board of education previously issued its \$56,249,938.15 School Improvement Unlimited Tax General Obligation Bonds, Series 2006, dated as of June 29, 2006 (the "2006 Bonds") in order to get the various projects underway; and

WHEREAS, this board of education previously issued the remaining \$6,250,000 principal amount of bonds authorized by the voters in the form of bond anticipation notes; and

WHEREAS, said notes in the principal amount of \$5,980,000 are about to mature and this board of education wishes to consider the option of issuing bonds (the "Obligations") to retire said notes at maturity;

WHEREAS, this board of education wants to seek approval to participate in the State Aid Intercept Program to secure the payment of debt services charges on all or a portion of such Obligations.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Little Miami Local School District, Counties of Warren and Clermont, Ohio:

SECTION 1. That this Board of Education hereby requests approval from the Ohio Department of Education (the "Department") and the Office of Budget and Management ("OBM") for participation in the program providing payment of debt service charges under Section 3317.18 of the Ohio Revised Code (commonly known as the State Aid Intercept Program).

SECTION 2. That this Board of Education requests the Department to approve, and enter into an agreement with the District, and the primary paying agent or fiscal agent for the District's proposed Obligations, providing for the withholding and deposit of funds otherwise due the District under Chapter 3317 of the Ohio Revised Code for the payment of debt service charges on all or a portion of the Obligations.

SECTION 3. That the Treasurer is hereby directed to deliver a certified copy of this resolution together with the necessary program information to the Department and to OBM.

SECTION 4. That it is found and determined that all formal actions of this Board of Education concerning and relating to the adoption of this Resolution were taken in open meetings of this Board of Education, and that all deliberations of this Board of Education and of

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any of its committees that resulted in such formal action, were taken in meetings open to the public, in compliance with the law.

SECTION 5. That this resolution shall take effect immediately upon its adoption.

ROLL CALL VOTE:

Mrs. Black	Yes
Mrs. Hamburg	Yes
Mrs. Dunbar	Yes
Mrs. Grice	Yes
Mr. Cremeans	Yes

MOTION CARRIED

Resolution 11-038 Personnel

Mr. Cremeans moved and Mrs. Dunbar seconded a motion to approve the following personnel issues with employment contingent upon the school system receiving the results of the mandated criminal record background check as required by O.R.C. 3319.311:

**CERTIFIED PERSONNEL – CONTINUING CONTRACTS 2011-2012**

The following individuals have met the eligibility requirements for a continuing contract as set forth by ORC 3319.08 and 3319.11:

Frisch, Jennifer	Grubenhoff, Brandon	Hebrank, Heather
Houillion, Brooke	Allen, Bobbi	Berner, Erika
Hack, Susan	Heppner, Christina	McKinley, Kelly
Partin, Lori	Silberberg, Diane	Wood, Melissa
Barnes, Erika	DeMint, Holly	Edwards, Natalie
Gelhaus, Abigail	Grieshop, Stephanie	Holcomb, Kathryn
Koterba, Daniel	Thomsen, Christopher	Grieshop, Philip
Jordan, Louise	Skapiak, Deanna	Skidmore, Martin

**CERTIFIED PERSONNEL- SUBSTITUTE EMPLOYMENT**

Richard Knodel                      Dustin Center                      Amy Eggemeyer                      Jared Short  
Emily Bolen – long-term substitute effective approximately 05/15/2011 through the end of the school year.

Jennifer Ervin – long-term substitute effective approximately 05/15/2011 through the end of the school year.

**CLASSIFIED STAFF – RESIGNATION**

Tamberly Powell – bus aide, effective 02/21/2011

**SUPPLEMENTAL POSITIONS - EMPLOYMENT**

Reserve Baseball - Josh Butler  
Freshman Baseball - Mark Short (step 0)  
Volunteer Baseball - Terry Doughman, Patrick Rose  
Varsity Softball – Rick Lake  
Reserve Softball – Robert Stegemoller  
Freshman Softball – Carl Goodrich  
Volunteer softball – Jim Wiles, Steve Sandman, Todd Hageman  
Varsity Boys Tennis – Karen Sisto

Varsity Boys track – Phil Grieshop  
Varsity Girls Track – Jackie Engle  
\* All funded by pay-to-play fees

ROLL CALL VOTE:

Mrs. Hamburg	Yes
Mrs. Dunbar	Yes
Mrs. Grice	Yes
Mr. Cremeans	Yes
Mrs. Black	Yes

MOTION CARRIED

Resolution 11-039 Approving the Acceleration Policy and Policies and Procedures for English Language Learners

Mrs. Grice moved and Mrs. Black seconded a motion to adopt the following policies:

**Policy on Academic Acceleration, Early Entrance to Kindergarten, and Early High School Graduation**

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The Little Miami Local School District Board of Education believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The Little Miami Local School District Board of Education believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

1) Referrals and Evaluation

- a) Any student residing in the district may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or her school for evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a district staff member who has knowledge of the referred child's abilities.
- b) Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to district staff and parents at each school building. The principal of each school

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building (or his or her designee) shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises is aware of procedures for referring students for evaluation for possible accelerated placement.

- c) The principal (or his or her designee), of the referred student's school, shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The district shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.
- d) Children who are referred for evaluation for possible accelerated placement sixty or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement sixty or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated. Pursuant to Ohio Administrative Code 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall be evaluated upon the request of the child's parent or legal guardian. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the district, a pre-school educator who knows the child, or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.
- e) A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.
- f) A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within thirty days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

### 2) Acceleration Evaluation Committee

#### i) Composition

- (1) The referred student's principal (or his or her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:
  - (a) A principal or assistant principal from the child's current school;
  - (b) A current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);

- (c) A teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);
  - (d) A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student;
  - (e) A gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the district, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.
- (2) The acceleration evaluation committee shall be charged with the following responsibilities:
- (a) The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.
    - (i) Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
    - (ii) Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
    - (iii) Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
  - (b) The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.
  - (c) The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:
    - (i) placement of the student in an accelerated setting;
    - (ii) strategies to support a successful transition to the accelerated setting;
    - (iii) requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
    - (iv) an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas.

- (d) For students the acceleration evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving district prerequisite requirements for enrolling in advanced courses, waiving district graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.
- (e) The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

### 3) Accelerated Placement

- a) The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual subject areas.
  - i) At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
  - ii) At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration committee to consider other accelerative options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.
- b) At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

Adopted on the 16<sup>th</sup> day of March, 2011.

### *Little Miami Policies and Forms for the ESL Program*

#### *Little Miami Schools ELL Procedures Title III*

#### **Purpose of ESL program:**

ESL services are designed to help LEP students to attain English language proficiency as quickly as possible so that he or she can participate effectively in classrooms in which English is the language of instruction. English Language Learners in ESL programs will also learn to navigate the cultural and social expectations of the educational system in the United States of America. The goals of the ESL program are:

- To identify all students in the district whose home or native language is not English
- To assess any potential LEP student in listening, speaking, reading, and writing to determine the need for ESL services to effectively participate in the district's educational program

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- To provide effective instruction through ESL services so that the student is able to fully participate in the district's educational program

The goals for each student receiving ESL services as put forth in the State ELP Standard and TESOL National Standard are:

- To use English to communicate in social settings
- To use English to achieve academically in all content areas
- To use English in socially and culturally appropriate ways

Awareness and acceptance of culturally diverse students will be encouraged in the program. The ESL staff will acknowledge the value of the students' primary cultural heritage, while helping students develop an awareness of their new North American culture. School teaching staff that comes in contact with LEP students will be offered suggestions for instruction as well as consultation regarding students' background and cultural experiences. The ESL staff will act as a liaison between the LEP student's parent and the school by supporting access to the school community.

### **Procedures**

#### **IDENTIFICATION AND INITIAL EVALUATION:**

Students are identified as possibly Limited English Proficient (LEP) if:

- They have been previously identified in another school district or
- Their parent/guardian identifies a native or home language other than English or
- They are an immigrant to the United States or
- They are American Indian or Alaskan native where dialect affects English proficiency

Once identified as possible English Language Learners (ELLs), students are assessed within two weeks (or 30 days at the start of the school year) using multiple measures. These include assessment tools are recognized by ODE. Students who score at the proficient level in all domains (listening, speaking, reading, writing, and comprehension) are considered fluent and therefore non-LEP. All other students are classified as LEP and therefore eligible for ESL services. All parents/guardians are notified of assessment results within 30 days if the assessment occurs at the beginning of the school year or within 2 weeks at other times of the school year.

#### **PARENT NOTIFICATION**

If a student qualifies for ESL services, the parent/guardian is notified and permission obtained to provide ESL instruction. All parent notifications will be translated or interpreted when needed. Parent notification includes:

- The reason for the child's identification and placement
- The child's level of English proficiency; how English proficiency was assessed; and the status of the child's academic achievement
- The type of language acquisition program and method of instruction in the program
- How the program will meet the educational strengths and needs of the child
- How the program will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation
- Program exit requirements; expected rate of transition; expected rate of graduation
- If applicable, for a child identified with a disability, how the ESL program meets the child's individualized education plan (IEP)

#### **ESL SERVICES**

A Limited English Proficiency (LEP) plan is developed by a team consisting of the general education teacher, administrator, parent, student, and ESL tutor/teacher.

Students receive services from the ESL teacher to learn and master the ELP content standards, including language development and knowledge of social/cultural factors. Dependent upon numerous factors including language proficiency level, these services may include:

- Consultation, monitoring, and academic assistance as needed

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- Structured immersion with ESL teacher
- Pull-out small-group or individual tutoring
- Sheltered instruction
- Dual-language instruction

As well, students receive additional support and modifications in content classes as documented on the LEP plan.

If problems or concerns arise, the teacher, parent, or student can request a meeting to review the LEP plan.

**GRADING / COURSE CREDITS:**

Students new to the United States, may for a limited time receive pass/fail grades in content areas.

At the high school level, ESL students may receive course credit, either a foreign language credit or integrated English/language arts credit for attendance in an ESL class and any other credit earned from content areas.

**ASSESSMENT:**

Student progress is regularly monitored by ESL Tutor and classroom teacher using measures such as grades, quarterly assessments, work samples, observations, etc. to ensure growth in language proficiency and academic skills.

Each spring, all LEP students are assessed on the Ohio Test of English Language Acquisition (OTELA) to determine English language proficiency. Students who score at the advanced or proficient level will enter a one-year monitoring period called Trial Mainstream. The student receives consultative support from the ESL teacher to ensure continued achievement in the general education classroom. If the student experiences difficulties, the content teacher, ESL teacher, parent/guardian, or student can request a meeting to review the LEP plan and needed supports.

All English Language Learners are required to participate in State testing (OAT/OGT). If students are in the country less than 1 full year (180 days), they receive a one-time exemption from taking the English/language arts assessment; however, they are required to take all other State achievement tests.

- Standard accommodations for all ELLs include extended time and a bilingual dictionary
- Additional accommodations for students with less than 3 cumulative years enrollment in American schools can be found in the Test Rules book.

**EXIT CRITERIA:**

A student is exited from ESL services when a student has:

- Attained a composite score at the proficient level (5) on Ohio's English language proficiency test (OTELA).
- Attained a composite score of 4 on the OTELA, completed a year to trial mainstream, and scored a 4 or 5 on the OTELA following the trial mainstream
- No student from K-2 shall be exited from ESL services

**Guidelines for Preschool**

**Guidelines for Addressing the Needs of Preschool English Language Learners**

Federal Law defines a Limited English Proficient (LEP) student or English Language Learner (ELL) as a student who is aged 3 through 21 and is enrolled or preparing to enroll in an elementary or secondary school and who is not born in the United States or whose native language is other than English (Refer to Title IX-20 U.S.C. 7801 et seq.). Students may not be denied access to public preschool programs based solely on their home or native language. Ohio school districts serving preschool LEP/ELL students are required to identify LEP/ELL students properly, assess their English language proficiency and provide appropriate language development support. Although districts are required to provide appropriate services in accordance with U.S. Supreme Court case Lau V. Nichols for all school-aged LEP/ELL children,

districts do not receive federal supplemental Title III funds under No Child Left Behind (NCLB) for preschool LEP/ELL students. In addition, districts are not subject to accountability requirements under Title III of NCLB for these students.

**Identification and Assessment**

To properly identify an LEP/ELL student, Ohio school districts may use the Home Language Survey included in the *Guidelines for the Identification and Assessment of Limited English Proficient Students* (see Resources at the end of this document). The survey is designed to identify the existence of a heritage language other than English in the student's home environment. Once the district verifies the existence of a heritage language other than English, it must assess the student to determine the level of English language proficiency using a commercially developed screening assessment, such as those listed in the *Guidelines* document. Students identified as LEP/ELL in preschool should be reported as such in Ohio's Education Management Information System (EMIS) and, therefore, do not need to be given an initial screening assessment for LEP/ELL identification in Kindergarten. All kindergarten LEP/ELL students, however, are required to take the Ohio Test for English Language Acquisition (OTELA).

**Educational Support: ELL Services to Children in Early Childhood Settings**

Services for Pre-K English Language Learners may include the following:

1. Provide professional development to all staff on research-based strategies for interacting with and teaching ELLs.
2. Provide classroom educational materials in both languages when possible.
3. Provide language development support services in regular classroom environment by an individual who speaks the heritage language when possible.
4. Provide ELL students access to intervention services available in school for additional support.
5. The early childhood administrator and/or teacher should collaborate with K-12 ELL program staff for professional development opportunities and/or classroom support.
6. Arrange for teacher with an endorsement in Teaching English to Speakers of Other Languages (TESOL) to supervise or oversee language support services provided to preschool ELLs.
7. Involve families in their child's early school experience by providing opportunities for them to share their skills with staff, children in the program and other families.
8. Provide options for home based activities that can support what children are learning at school.

**Resources:**

Ohio Department of Education, Lau Resource Center, 614-466-4109, and Office of Early Learning and School Readiness, (614) 466-0224.

*Guidelines for Identification and Assessment of Limited English Proficient Students*

*Lau v. Nichols*

*Preschool Learning Guide for Families: Preparing for Kindergarten Success* (published by the Ohio Department of Education in English, Spanish and Somali).

*Preschool English Learners, Principles and Practices to Promote Language, Literacy and Learning. A resource guide, Second Edition, California Department of Education, 2009.*

*Preschool Issues Concerning English Language Learners and Immigrant Children: The Importance of Family Engagement, Children Now, Executive Summary, December 2004.*

*Six Research Based Guiding Principles Serving the Needs of English Language Learners in Preschool "School Readiness" Programs, Southern California Comprehensive Assistive Center COE EL Service Providers & COE School Readiness Educators Sept. 30, 2005.*

*Fostering Second Language Development in Young Children, Principles and Practices, by Barry McLaughlin, University of California at Santa Cruz.*

*Pre-School Children's Help To Second Language Learners by Julie Hirschler.*

*Latino Legislative Hearing on Pre-K & The Early Grades, NALEO Education Leadership Initiative September 2008.*

*Guidelines for Staff*

1. All families enrolling students in the district will be given a home survey to complete.
2. If the home survey shows that any language other than English is spoken in the home, the student will be assessed. The parent will complete the consent to assess form.
3. The home survey will be sent to the Director of Special Services, and the Director will arrange a date for the assessment. All students will be assessed within 30 days of the beginning of the school year or within 2 weeks of identification.
4. Once the assessment is completed, the family will be notified with a letter of qualification or non-qualification of services within 2 weeks of the assessment. (This letter will be translated if necessary.) The proficiency level of the student will be identified in this letter through the assessment process.
5. If the home survey indicates that parent communication must be through a language other than English, the district must provide communication through the native language. The district has specific documents for welcoming the family to the school, progress letters, letter for behavior problems, absenteeism letter, conference request letter, and exit letters translated into multiple languages. Contact the Director of Special Services or building ELL representative for these documents.
6. Teachers that have concerns about specific students that may need English language acquisition support, may also request that an assessment be conducted. The teacher will contact the family and have the consent for assessment form completed. The form will be sent to the Director of Special Services, and the Director will arrange a date for assessment. All students will be assessed within 2 weeks of identification.
7. A standardized measure will be used, or a noncommercial, performance –based assessment might be used. Examples of performance-based assessments are as follows: student responds non-verbally to commands or questions given verbally, informal interview with the student about a familiar topic, story/article is read out loud by the teacher and the student retells the information orally, oral reading sample, student reads silently and answers comprehension questions, student writes a dictated sample, free writing about a familiar topic, etc.
8. If the student qualifies for ELL services, a team will meet. The team will consist of the Director of Special Services or ELL representative, classroom teacher, principal, and parent. The team will write the Limited English Proficiency (LEP) plan. (A translator will be provided if the family does not speak English.)
9. The LEP plan will be reviewed and updated yearly. Progress reports for the LEP plan will be sent to parents with report cards. The progress report will be completed.
10. The educational approach that Little Miami provides is pull-out for individual and/or small group instruction. Consultation, monitoring, and academic assistance are also used to help support the ELL population.
11. The Ohio Test of English Language Acquisition (OTELA) must be administered to all identified LEP students in the spring. Students in kindergarten through 2<sup>nd</sup> grade will not be exited from the ELL program. A student is reclassified as no longer ELL when the student does the following:
  - attained a composite score of 5 on the OTELA
  - attained a composite score of 4 on the OTELA, completed a trial period of mainstream instruction, and attained a composite score of 4 or 5 on the OTELA during the trial period of mainstream
  - attained a composite score of 4 or 5 on the OTELA in grade 2, attained a composite score of 4 or 5 on the OTELA during trial mainstream instruction in grade 3
12. Trial mainstream students are monitored to ensure success in the classroom. Students will be monitored through the OTELA, OAA/OGT scores, report cards, teacher observations, parent input, work samples and the Response to Intervention (RtI) process.

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13. All ELL students must take the OAA/OGT tests. All identified ELL students who have not officially exited the ELL program, may take the state wide tests with accommodations. A student that has been in the United States for less than 180 school days, may be exempted from the reading and/or writing portions of the test. These students must take math, science, and social studies.
14. All ELL students who have been identified using a formal assessment (not the OTELA) may be given the following general allowable accommodations on the OAA/OGT: use of a dictionary and extended time. When a student exits the ELL program, statewide assessments must be taken with no accommodations.
15. ELL students who have been enrolled in a school in the United States for less than 3 years and are at the beginning or intermediate level in both reading and writing are eligible to receive one of the following accommodations: an English read-aloud of allowable parts of the test using the English audio CD, an English read-aloud of allowable parts of the test using a test administrator that read the test aloud, a language translation of allowable parts of the test using the foreign-language CD, a language translation of allowable parts with a translator reading aloud in the student's native language, or a Spanish bilingual printed form of the test (grades 3-8 only).
16. There is an ESL Program Evaluation Tool Compliance & Implementation work sheet along with the Indicators of Student Performance and Quality of Student Work. (See the district manual.)
17. Indicators of Student Performance and Quality of Student Work
18. The PACTS Tile III Limited English Proficient and Immigrant Status form should be used to make sure that Little Miami is in compliance with the ESL program. This is part of this document.

**Little Miami Schools  
Home Language Survey**

DATE: \_\_\_\_\_ GRADE LEVEL: \_\_\_\_\_ GENDER: \_\_\_\_\_

**STUDENT LEGAL**

NAME: \_\_\_\_\_  
DATE OF BIRTH \_\_\_\_/\_\_\_\_/\_\_\_\_ PLACE OF BIRTH: \_\_\_\_\_  
NAME OF PARENT/GUARDIAN \_\_\_\_\_  
STREET ADDRESS: \_\_\_\_\_  
CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP CODE: \_\_\_\_\_  
HOME PHONE: \_\_\_\_\_ WORK PHONE: \_\_\_\_\_  
CELL: \_\_\_\_\_

**For Parents/Guardians:**

**Please answer the following questions:**

1. What language did your son/daughter speak when he/she first learned to talk? \_\_\_\_\_
2. What language does your son/daughter speak most frequently at home? \_\_\_\_\_
3. What language do you speak most frequently to your son/daughter? \_\_\_\_\_
4. What language do the adults at home most often speak? \_\_\_\_\_
5. How long has your son/daughter attended school in the United States? \_\_\_\_\_

**Parent Signature**

**For School District Personnel:**

If the answer to any of the first four questions above is a language other than English, then the student will be assessed for qualification as an *English Language Learner*. A *Consent for Assessment Form* must be completed.

Parent's need interpreted/translated documents. Yes \_\_\_\_\_ No \_\_\_\_\_

Language Needed: \_\_\_\_\_

**Little Miami Schools**

***Consent to Assess for ELL Services***

I give permission for my child, \_\_\_\_\_, to be assessed for possible qualification and services as an English Language Learner. I understand that my child will be assessed using a standardized tool that evaluates listening, speaking, reading, writing, and comprehension. The district could also use other assessment tools such as previous state and district wide testing, teacher input and observations, work samples, parent information, etc. I understand that Little Miami Schools will contact me in writing concerning the qualification status of my child, and the district will inform me of any services that my child will need in order to access the curriculum.

\_\_\_\_\_  
Date \_\_\_\_\_  
Parent/Guardian Signature

***Little Miami Schools  
ESL NOTIFICATION LETTER  
(Non Qualification)***

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Building:** \_\_\_\_\_

**Date of Assessment:** \_\_\_\_\_

Dear Parents/Guardians:

The State of Ohio requires that our district assess the English language proficiency of all students whose home or native language is a language other than English. We have used the LAS LINKS (Language Assessment Scales) to measure your child's English proficiency. Other sources of information such as curriculum-based measurement, interviews & observations may also have been used.

The following are the results of your child's English Language Assessments:

<b>Language Skill</b>	<b>Proficiency Level</b>			
Listening ____ Proficient	____ Pre-functional	____ Beginning	____ Intermediate	____ Advanced
Speaking ____ Proficient	____ Pre-functional	____ Beginning	____ Intermediate	____ Advanced
Reading ____ Proficient	____ Pre-functional	____ Beginning	____ Intermediate	____ Advanced
Writing ____ Proficient	____ Pre-functional	____ Beginning	____ Intermediate	____ Advanced
Comprehension* ____ Proficient	____ Pre-functional	____ Beginning	____ Intermediate	____ Advanced
Composite** ____ Proficient	____ Pre-functional	____ Beginning	____ Intermediate	____ Advanced

\*Comprehension is derived from the Listening and Reading scores.

\*\*Composite is derived from the Listening, Speaking, Reading, and Writing scores.

**Other Assessment Information:**

**Results:**

Students who score at the proficient level in all domains (listening, speaking, reading, writing, and comprehension) are considered fluent and therefore non-Limited English Proficient (non-LEP).

Based on the results of the English language proficiency assessments indicated above, your child has demonstrated English language proficiency and therefore does not require English as a Second Language

(ESL) services at this time. It is believed, based upon these assessment results that your child will be able to fully participate and successfully master the Ohio Academic Content Standards in mainstream classrooms in which instruction is provided in English.

***Little Miami Schools***  
***ESL NOTIFICATION LETTER***  
***(Qualification)***

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Building:** \_\_\_\_\_

**Date of Assessment:** \_\_\_\_\_

Dear Parents/Guardians:

The State of Ohio requires that our district assess the English language proficiency of all students whose home or native language is a language other than English. We have used the LAS LINKS (Language Assessment Scales) to measure your child's English proficiency. Other sources of information such as curriculum-based measurement, interviews & observations may also have been used.

The following are the results of your child's English Language Assessments:

<b>Language Skill</b>	<b>Proficiency Level</b>			
Listening ____ Proficient	____ Pre-functional	____ Beginning	____ Intermediate	____ Advanced
Speaking ____ Proficient	____ Pre-functional	____ Beginning	____ Intermediate	____ Advanced
Reading ____ Proficient	____ Pre-functional	____ Beginning	____ Intermediate	____ Advanced
Writing ____ Proficient	____ Pre-functional	____ Beginning	____ Intermediate	____ Advanced
Comprehension* ____ Proficient	____ Pre-functional	____ Beginning	____ Intermediate	____ Advanced
Composite** ____ Proficient	____ Pre-functional	____ Beginning	____ Intermediate	____ Advanced

\*Comprehension is derived from the Listening and Reading scores.

\*\*Composite is derived from the Listening, Speaking, Reading, and Writing scores.

**Other Assessment Information:**

**English as a Second Language (ESL) Services**

Based on the results of the English language proficiency assessments indicated above, ESL services are being offered to help your child learn English and make academic progress. ESL services include a range of programs such as consultation, monitoring, and classroom assistance as needed, structured immersion, sheltered instruction, pull-out or tutoring, and bilingual education.

Students are exited from ESL services when they:

- Attain a composite score at the proficient level (5) on Ohio's English language proficiency test (OTELA) and maintain a score of advanced or proficient (4 or 5) when tested the following spring
- Successfully complete a one-year trial mainstream period in classrooms where English is the language of instruction
- Score proficient or above on the Ohio language arts achievement test

ESL services are designed to help your child attain English language proficiency as quickly as possible so that he or she can participate effectively in classrooms in which English is the language of instruction. See your child's LEP plan for more specific information on language proficiency goals, method of instruction, and accommodations to aid in mastering Ohio Academic Content Standards.

*Little Miami Schools*  
**LIMITED ENGLISH PROFICIENCY (LEP) PLAN**

**Purpose:** To collaboratively determine and document individualized instructional supports and modifications for LEP students and to help ensure consistency in the application of those supports and modifications.

**Student:** \_\_\_\_\_ **Other language(s) spoken:**  
\_\_\_\_\_

**Date of Plan:** \_\_\_\_\_ **Years in U.S. Schools:** \_\_\_\_\_

LANGUAGE SKILL	PROFICIENCY LEVEL AS OF _____				
<b>Listening</b>	__ pre-functional	__ beginning	__ intermediate	_ advanced	__ proficient
<b>Speaking</b>	__ pre-functional	__ beginning	__ intermediate	_ advanced	__ proficient
<b>Reading</b>	__ pre-functional	__ beginning	_ intermediate	__ advanced	__ proficient
<b>Writing</b>	__ pre-functional	__ beginning	_ intermediate	__ advanced	__ proficient
<b>Comprehension*</b>	__ pre-functional	__ beginning	_ intermediate	__ advanced	__ proficient
<b>Composite**</b>	__ pre-functional	__ beginning	_ intermediate	__ advanced	__ proficient

\*The Comprehension level is derived from Listening and Reading.

\*\*The Composite level is derived from Listening, Speaking, Reading, and Writing.

EXPLANATION OF PROFICIENCY LEVELS

The **pre-functional** LEP student is beginning to: understand isolated words and short utterances, especially when repeated; demonstrate concepts of reading and read simple printed material with context cues; use gestures and simple words; and develop communicative writing skills.

The **beginning** LEP student can: understand simple statements, directions, questions and the general message of basic reading passages; use appropriate strategies to initiate and respond to simple conversation; and compose short informative passages on familiar topics, with non-conventional features (e.g. inventive spelling, grammar inaccuracies).

The **intermediate** LEP student can: understand standard speech in school and social settings; communicate orally with some hesitation; understand descriptive material and some complex narratives within familiar contexts; and write simple texts and short reports.

The **advanced** LEP student can: identify the main ideas and relevant details of discussions/ presentations on a wide range of topics; actively engage in most familiar and unfamiliar communicative situations; understand the content of most academic texts with support; and write multi-paragraph essays, journal entries, letters, and creative texts with some errors.

The **proficient** LEP student can: understand and identify the main ideas and relevant details of extended discussions/presentations on a wide range of topics; produce fluent, accurate oral and written language; and use the same reading strategies as native-English speakers to derive meaning from a wide range of texts.

**ENGLISH LANGUAGE PROFICIENCY GOALS**

(Derived from Ohio English Language Proficiency Standards for Limited English Proficient Students in Grades K-12, April 2006)

LANGUAGE DOMAIN Proficiency Level	ENGLISH LANGUAGE PROFICIENCY GOALS
<b>Listening</b> _____	
<b>Speaking</b> _____	
<b>Reading</b> _____	
<b>Writing</b> _____	

In order to meet the listed goals, English as a Second Language (ESL) Services will be provided \_\_\_\_\_ hours per week.

ESL Services focus on promoting English communication skills and on English for academic purposes as well as social/cultural support. Your child will receive:

- \_\_\_\_\_ Consultation, monitoring, and academic assistance as needed
- \_\_\_\_\_ Structured immersion with ESL teacher
- \_\_\_\_\_ Pull-out small-group or individual tutoring
- \_\_\_\_\_ Sheltered instruction
- \_\_\_\_\_ Dual-language instruction

This program is designed to help an English Language Learner attain English language proficiency as quickly as possible so that he or she can participate effectively in classrooms in which English is the language of instruction.

**To assist the LEP student in his or her core curriculum classes, the following will be provided:**

	INSTRUCTIONAL SUPPORTS		INSTRUCTIONAL SUPPORTS
	Increased visual or contextual cues (pictures, objects, graphic organizers, process charts, Total Physical Response)		Organized buddy/peer teaching
	Highlighted texts and/or materials		Organized alternative projects
	Additional and/or repeated instructions or directions		Modeled language (e.g. "think aloud")
	Check and recheck for understanding / Have student explain directions or task		Native language support (through teacher, volunteer, peer, bilingual texts)
	Increased opportunities to respond and practice language (e.g. cooperative learning, one-on-one interactions, project-based learning)		Incorporated culture into the classroom (e.g. decorations, story-telling, discussion, culture studies)
	Interactive Journal (written dialogue between student and teacher to facilitate language acquisition and understanding of		Developed classroom routines with clear, consistent signals (e.g. entry, assignment completion, exit)



I decline ESL services for my child \_\_\_\_\_  
(signature) (date)

I understand my child has met exit criteria \_\_\_\_\_  
(signature)  
(date)

***Little Miami Schools  
ELL Progress Report***

Student's  
Name: \_\_\_\_\_  
Building: \_\_\_\_\_ Date: \_\_\_\_\_

Progress for the following areas:

Listening	
Speaking	
Reading	
Writing	
Comprehension	
Teacher Comments	

**Student Exit Letter**

<Insert district header>

Date: <insert date letter is sent >

Dear Parents/Guardians:

Congratulations! Your child scored well on the spring 2010 Ohio Test of English Language Acquisition (OTELA) and has met the criteria to exit our school's limited English proficient (LEP) program!

The OTELA is an annual progress test given to all English language learners to determine a student's level of English language fluency. Based on the results of this test, your child has achieved the needed level of English proficiency to advance in classroom academics without additional English language support services.

In Ohio, students successfully complete the LEP program in two ways. The first way is to earn a composite score of five on the OTELA.

The second way is to earn a composite score of four on the OTELA and complete a trial period of mainstream instruction. During the trial period, students must earn a composite score of four or above to complete the LEP program.

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Because your child has met one of the above criteria, he or she will no longer participate in our LEP program. However, please be assured that we will monitor your child’s progress and provide academic support if needed.

We commend your child for progress made in achieving English proficiency and thank you for supporting your child’s learning. Together, we will continue to help your child succeed in school.

Sincerely,

<insert signature line>

<insert name of district official and contact information>

**Little Miami Schools**  
**Title III Limited English Proficient and Immigrant Students**

Item	Compliant	In Process	N.A.
<b>1. High Quality Professional Development (NCLB, 3115)</b>			
<p>a. The LEA provides high quality professional development to classroom teachers, principals, administrators, and other school or community-based organizational personnel that is: designed to improve the instruction and assessment of LEP students; designed to enhance the ability of teachers to understand and use curricula, assessment measures and instruction strategies for LEP children; based on scientific research demonstrating the effectiveness of professional development; of sufficient intensity and duration to have a positive and lasting impact on teacher performance in classroom (excluding activities such as one-day or short term workshops and conferences unless the activity is a component of an established comprehensive professional development program for an individual teacher), 3115 (c).</p> <p>✓ <i>Details in CCIP Planning Tool pages, Budget Details pages</i></p> <p>✓ <i>Description and evaluation summaries of professional development activities</i></p> <p>Questions:</p> <ul style="list-style-type: none"> <li>• Is there documentation of ongoing, research based district professional development activities to improve skills and expertise of staff who work with LEP students?</li> <li>• How many staff members have participated/will participate?</li> <li>• Are mainstream classroom teachers included in the professional development activities?</li> <li>• Are non-teaching/administrative staff included in the professional development?</li> </ul>			
<b>2. Supplement, Not Supplant ( NCLB, 3115)</b>			
a. The LEA uses federal funds to supplement the level of			

<p>state and local funds that, in the absence of such availability, would have been expended for programs for LEP and immigrant students and in no case supplant such funds, 3115 (g).</p> <ul style="list-style-type: none"> <li>✓ <i>CCIP Assurances pages</i></li> <li>✓ <i>Financial records</i></li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>• What basic services and expenses for LEP students are funded with district funds?</li> <li>• What evidence is there to show that Title III funds are used for supplementary services?</li> </ul>			
<b>3. Contents of Plan (NCLB, 3116)</b>			
<p>a. Describe the programs and activities proposed to be developed, implemented, and administered under Title I, 3116 (b).</p> <ul style="list-style-type: none"> <li>✓ <i>Details in CCIP Planning Tool goals, strategies; Budget Details pages</i></li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>• What evidence is there that the district identifies all LEP students, and annually assesses their progress in attaining English language proficiency?</li> <li>• How is district staff informed of LEP students' performance on statewide academic proficiency/achievement tests in terms of AYP?</li> <li>• What are the specific strategies used by the district to improve LEP students' performance on statewide academic proficiency/achievement tests?</li> </ul>			
<b>4. Parental and Community Participation in LEP Programs (NCLB, 3116)</b>			
<p>a. Description of how entity will promote parental and community participation in LEP programs, 3116 (b).</p> <ul style="list-style-type: none"> <li>✓ <i>Copies of documents sent to parents (e.g., letters, consent forms)</i></li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>• What evidence is there that the LEA promotes parental and community participation in LEP programs?</li> <li>• What evidence is there that the LEA provides information to parents in a language and form that they can understand? (For example, does the district provide written information in languages other than English? Does the district provide bilingual interpreters to assist with school-parent communications?)</li> </ul>			
<b>5. Teacher English fluency (NCLB, 3116)</b>			
<p>a. Certification that all teachers in any language instruction education-al program for limited English proficient are fluent in English, 3116 (c).</p> <ul style="list-style-type: none"> <li>✓ <i>Teacher certification</i></li> </ul>			
<b>6. Parent Notification (NCLB, 3116)</b>			

<p>a. Assurance that the district is complying with NCLB, 3302 parent notification: within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school), notify parents of limited English proficiency students participating in LEP programs. Parents will be informed of reasons for child’s identification and placement; child’s level of English proficiency, how assessed, and status of child’s academic achievement; type of language acquisition program and method of instruction used in child’s program; how the program will meet the educational strengths and needs of the child; how the program will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; program exit requirements, expected rate of transition and expected rate of graduation; if applicable, and the LEP student has been appropriately identified as having a learning disability; how the program meets the child’s individual education plan (IEP), 3116 (d).</p> <ul style="list-style-type: none"> <li>✓ <i>CCIP Assurances pages</i></li> <li>✓ <i>Copies of parent notifications</i></li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>• What evidence is there that parent notifications indicated above are sent to parents?</li> <li>• What evidence is there that the parent notifications are provided in a language or form that the parents are likely to understand?</li> <li>• Rights of the parent:             <ul style="list-style-type: none"> <li>• To remove the child from the program;</li> <li>• To decline enrollment in the program or other program options available;</li> <li>• Obtain assistance in selecting from among available programs.</li> </ul> </li> <li>• Questions:</li> <li>• What evidence is there that parents are given notice of the above rights? How are parents’ decisions regarding their rights documented?</li> </ul>			
<b>7. Title III Consortia:</b>			
<ul style="list-style-type: none"> <li>✓ <i>Letter of authorization from member districts</i></li> <li>✓ <i>Consortium Request Form</i></li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>• Have members of the consortium met to jointly develop the Title III plan of the consortium?</li> <li>• Are activities planned that meet the needs of the member LEAs in a cost effective manner? For example, are there common professional development activities for staff of member LEAs?</li> <li>• Do representatives of the member LEAs meet on a</li> </ul>			

<p>regular basis to evaluate the effectiveness of the consortium plan and to make modifications when necessary?</p> <ul style="list-style-type: none"> <li>• Are staff personnel, who work with LEP students in the member LEAs, provided the opportunity to provide input in the consortium program design?</li> </ul>			
<p><b>ODE Title III Contacts: Dan Fleck (614/466-9827); Abdi Mohamud (614/466-9823)</b></p>			

**Ohio Department of Education  
 Center for Students, Families and Communities  
 Lau Resource Center**

**Parent notification requirements when students are identified as limited English proficient (LEP)**

According to the No Child Left Behind Act (Sec. 3302), Local Educational Agencies (LEA) that receive funding under Title III (Language Instruction for Limited English Proficient and Immigrant Students) of the act have certain requirements relating to parent notification and participation. These requirements are summarized below. A sample notification letter is available on this Web page. School districts and community schools may adapt and use the sample letter for the purpose of meeting the indicated requirements.

Within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school), schools must notify parents of limited English proficiency (LEP) students participating in LEP programs of the following:

- Reasons for child’s identification and placement;
- Child’s level of English proficiency, how assessed, and status of child’s academic achievement;
- Type of language acquisition program and method of instruction used in child’s program;
- How the program will meet the educational strengths and needs of the child;
- How the program will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- Program exit requirements, expected rate of transition and expected rate of graduation;
- If applicable, and the LEP student has been appropriately identified as having a learning disability, how the program meets the child’s individual education plan (IEP).

Rights of the parent:

- To remove the child from the program;
- To decline enrollment in the program or other program options available;
- Obtain assistance in selecting from among available programs.

Schools must:

- Notify parents within 30 days when the district fails to progress on measurable objectives under Section 3122;
- Implement an effective means of outreach to parents of LEP students to inform them how they can be involved in the education of their children;
- Provide above information in an understandable and uniform format and, to the extent practicable, in a language that the parent(s) can understand.

(Adopted March 16, 2011)

ROLL CALL VOTE:

Mrs. Dunbar

Yes

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Mrs. Grice	Yes
Mr. Cremeans	Yes
Mrs. Black	Yes
Mrs. Hamburg	Yes

MOTION CARRIED

New Business

Mrs. Grice gave a report on the Warren County Career Center.

Information Items

1. Graduation Policy review

Resolution 11-040 Executive Session

Mr. Cremeans moved and Mrs. Hamburg seconded a motion for the Board of Education to enter into executive session for the purpose of preparing for negotiations or bargaining sessions with public employees.

ROLL CALL VOTE:

Mrs. Grice	Yes
Mr. Cremeans	Yes
Mrs. Black	Yes
Mrs. Hamburg	Yes
Mrs. Dunbar	Yes

MOTION CARRIED

The Board entered executive session at 7:44 p.m.

Resolution 11-041 Return to Regular Session

Mrs. Grice moved and Mrs. Hamburg seconded a motion to return to regular session.

ROLL CALL VOTE:

Mr. Cremeans	Yes
Mrs. Black	Yes
Mrs. Hamburg	Yes
Mrs. Dunbar	Yes
Mrs. Grice	Yes

MOTION CARRIED

The Board returned to regular session at 9:45 p.m.

Resolution 11-042 Adjourn

Mrs. Dunbar moved and Mr. Cremeans seconded a motion to adjourn.

REGULAR SESSION  
03/16/2011

ROLL CALL VOTE:

Mrs. Black	Yes
Mrs. Hamburg	Yes
Mrs. Dunbar	Yes
Mrs. Grice	Yes
Mr. Cremeans	Yes

MOTION CARRIED

The Board adjourned at 9:46 p.m.

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Kym Dunbar, President

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Shaun Bevan, Treasurer