

## How to Help at Home

- ❖ **Talk to your children. Communication is important to understand what your child has to say about his or her education, teacher, homework, school and to show that their education is important.**
- ❖ **Know your child's teachers and support staff. Ask questions to make sure your child is meeting expectations in each class.**
- ❖ **Make sure your child is in the most challenging classes that will prepare them to succeed in college and work.**
- ❖ **Be sure to receive your own copy of the state academic standards for each subject. Use them to make sure you know what your child is expected to learn in school.**
- ❖ **Being bilingual is valuable. Speak with and read to your child both in your native language as well as English.**
- ❖ **ASK QUESTIONS!**

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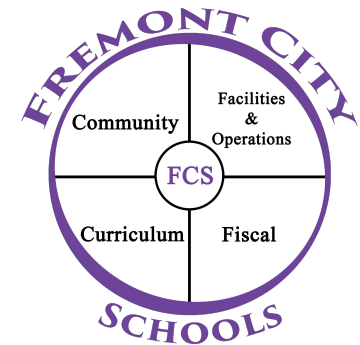
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We are committed to delivering a means to live as high achieving students, high performing workforce members, community stakeholders, and diverse individuals.



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

**Program  
Information**

[www.fremontschools.net](http://www.fremontschools.net)

## What is LEP/EL?

Over the last ten years, Ohio's percentage of limited English proficient (LEP) students/English Learners (EL) has doubled to approximately 60,000 students. Spanish is the home language of almost 40% of Ohio's English learners along with 90 other home languages. The terms "Limited English Proficient" and "English Learner" refer to those students whose native or home language is other than English, **and** whose current limitations in the ability to understand, speak, read or write in English impact their effective participation in a school's educational program.

Under the Every Student Succeeds Act, Ohio must identify English learners, annually assess their English language proficiency, provide reasonable accommodations for them on state assessments, and implement accountability systems that include long-term goals and measures of progress. The following is a summary of the guidelines.

(Information from the Ohio Department of Education website)

## State Requirements

1. School districts must identify all students whose primary or home language is other than English in order to provide instruction designed to help them use the English language and learn subject matter content. The Language Usage Survey covers questions regarding communication preferences, language background and prior education of the student.

\* Schools must complete this process and notify parents/guardians of the student's identification as an English Learner within 30 days of enrollment at the beginning of the school year or within two weeks of enrollment during the school year.

2. The district then needs to assess those potential EL students to determine if they are limited English proficient and need special language assistance to effectively participate in the district's instructional program. The Ohio English Language Proficiency Screener (OELPS) is a state-provided, standardized tool for determining whether students qualify as English Learners.

3. After a school district has identified EL students who need assistance, it must notify parents of identification and services that the parent can then accept or waive.

4. Once a school district provides a special language program for its EL students, it must monitor student progress on a regular basis, and take steps to modify the program if the students are not making reasonable progress. State and federal law require an annual assessment of K-12 English learners to measure their progress and proficiency. In Ohio, this is the Ohio English Language Proficiency Assessment (OELPA).

## What FCS is doing

1. All enrolling students complete the registration process. One form completed is called the Language Usage Survey. If the answers to the questions contains a language other than English, additional information may need to be collected and the student may need to be assessed for their English language skills.

2. All school districts in Ohio use a test called the English Language Proficiency Screener (OELPS) to decide whether those students of the parents that indicated there is another language spoken in the home will require support services.

3. Our district utilizes bilingual paraprofessionals to assist students and teachers in the classroom during instructional time. Students are taken to the resource room only if additional time is needed to complete work/tests or for homework assistance but only after the core instruction has been given by the classroom teacher.

4. Student progress is monitored by the classroom teacher in cooperation with the paraprofessional and the district's EL coordinator. Progress is monitored by consistently reviewing student class work, observing student performance and through state assessments including the Ohio English Language Proficiency Assessment (OELPA), the Ohio State Tests (OST) for elementary or the End of Course (EOC) state tests in high school.