Initial Identification Notification Template

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| --- | --- |
| Date: | Student Name:  |
| District: | School and Grade Level: |

Dear Parent or Guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Insert name of student),

You child has been identified as an English learner. An English learner is a student who (1) has a dominant or home language other than English and (2) needs language instruction and supports to effectively participate in school. We used a language survey and Ohio’s English Language Proficiency Screener (OELPS) to better understand your child’s English proficiency in listening, speaking, reading and writing. Here are your student’s results:

*SCHOOL INSERTS OR ATTACHES OELPS INDIVIDUAL STUDENT REPORT (ISR)*

As an English learner, your child is eligible for support through our English language instruction educational program. The program helps support your child’s English language development and ensures that they can participate meaningfully in school classes and activities. This letter explains your child’s English level and the program available to help your child participate fully in school.

The purposes of the programs are to help multilingual students increase their proficiency in listening, speaking, reading and writing in English.The following district programs are available to help your child develop the language needed to make academic progress:

*SCHOOL MODIFIES LIST OF PROGRAMS OR APPROACHES BELOW AS NEEDED*

1. English-only Supplemental Instructional Program
2. Bilingual Supplemental Instructional Program
3. Dual Language Program
4. Content Classes with Integrated English as a Second Language Support
5. Newcomer Program
6. Sheltered Instruction Program
7. Structured or Two-Way Immersion Program
8. Consultation, Monitoring and Academic Assistance
9. Other:

Each program is explained in the glossary at the end of this letter.

In addition to developing English language skills, the program will help your child meet age-appropriate academic achievement standards for grade promotion and graduation.

Students remain classified as English learners until they reach the Proficient overall level. This is determined by the state test Ohio English Language Proficiency Assessment (OELPA) given during the spring of every year. English learners demonstrate the overall Proficient level by earning a score of 4 or 5 in each of the four parts of the test (listening, speaking, reading and writing).

Most students become proficient in English and exit our program within *INSERT PROGRAM RATE* years. When exited from the program, your child’s performance will continue to be monitored for two years to determine if additional academic support is needed.

In *INSERT SCHOOL YEAR*, *INSERT ADJUSTED 4-YEAR GRADUATION RATE* percent of high school students eligible for the English language development program at NAME OF SCHOOL graduated in 4 years and *INSERT ADJUSTED 5-YEAR GRADUATION RATE* percent of these students graduated within one additional year.

We strongly encourage your child’s participation in the English language development program. We invite you to learn more about the benefits of the program.

Please contact or visit us to discuss your child’s progress in English language development and academic achievement.

*INSERT CONTACT NAME*

*INSERT CONTACT PHONE NUMBER*

*INSERT CONTACT EMAIL ADDRESS*

Although our school has an obligation to serve all students who are English learners, you have a right to decline or opt your child out the English learner program or particular services within the program. If you opt your child out of the school’s English learner program or specific services, your child retains their status as an English learner. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

* I understand this information and consent to English language services for my child.
* I understand this information and would like to speak with district staff to discuss declining my child’s participation in the above programs.
* I do not understand the language above and would like additional language support and explanation about this information.

(Printed name of the Parent/Guardian)

(Signature of the Parent/Guardian) Date (Month/Day/Year)

Continuing English Learner Identification Notification Template

Dear Parent or Guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Insert name of student),

|  |  |
| --- | --- |
| Date: | Student Name:  |
| District: | School and Grade Level: |

Each year, we are required to assess your child and notify you of your child’s proficiency level in English. Based upon the results of the Ohio English Language Proficiency Assessment, your child continues to be identified as an English learner. Here are your student’s results:

*INSERT OR ATTACH OELPA INDIVIDUAL STUDENT REPORT*

As an English learner, your child is eligible for support through our English language instruction educational program. The program helps support your child’s English language development and ensures that they can participate meaningfully in school classes and activities. This letter explains your child’s English level and the program available to help your child participate fully in school.

The purposes of English Learner Programs are to help multilingual students increase their proficiency in listening, speaking, reading, and writing in English.The following district programs are available to help your child develop the language needed to make academic progress:

*MODIFY LIST OF PROGRAMS OR APPROACHES BELOW AS NEEDED*

* English-only Supplemental Instructional Program
* Bilingual Supplemental Instructional Program
* Dual Language Program
* Content Classes with Integrated English as a Second Language Support
* Newcomer Program
* Sheltered Instruction Program
* Structured or Two-Way Immersion Program
* Consultation, Monitoring and Academic Assistance
* Other:

Each program is explained in the glossary attached this letter.

**In addition to developing English language skills, t**he program will help your child meet age-appropriate academic achievement standards for grade promotion and graduation.

Students remain classified as English learners until they reach the Proficient overall level. This is determined by the state test Ohio English Language Proficiency Assessment (OELPA) given during the spring of every year. English learners demonstrate the overall Proficient level by earning a score of 4 or 5 in each of the four parts of the test (listening, speaking, reading and writing).

Most students become proficient in English and exit our program within *INSERT PROGRAM RATE* years. When exited from the program, your child’s performance will continue to be monitored for two years to determine if additional academic support is needed.

In *INSERT SCHOOL YEAR*, *INSERT ADJUSTED 4-YEAR GRADUATION RATE* percent of high school students eligible for the English language development program at NAME OF SCHOOL graduated in 4 years and *INSERT ADJUSTED 5-YEAR GRADUATION RATE* percent of these students graduated within one additional year.

We strongly encourage your child’s participation in the English language development program. We invite you to learn more about the benefits of the program.

Please contact or visit us to discuss your child’s progress in English language development and academic achievement.

*INSERT CONTACT NAME*

*INSERT CONTACT PHONE NUMBER*

*INSERT CONTACT EMAIL ADDRESS*

Although our school has an obligation to serve all students who are English learners, you have a right to decline or opt your child out the English learner program or particular services within the program. If you opt your child out of the school’s English learner program or specific services, your child retains their status as an English learner. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

* I understand this information and consent to English language services for my child.
* I understand this information and would like to speak with district staff to discuss declining my child’s participation in the English learner program.
* I do not understand the language above and would like additional language support and explanation about this information.

(Printed name of the Parent/Guardian)

(Signature of the Parent/Guardian) Date (Month/Day/Year)

Description of Language Development

Programs

English-only Supplemental Instructional: A program designed to meet special language needs of English learner students in which none of the instruction during the day incorporates the student’s native language. Examples of instructional delivery options provided in this program are English as a Second Language (ESL) classes, pull-out tutoring sessions, sheltered content-based classes (such as a mathematics class adapted to the English proficiency level of English learner students), and support provided by an ESL specialist in a mainstream classroom setting (inclusion). (235023)

Structured English or ESL Program: The goal of this program is acquisition of English language skills so the English learner can succeed in an English-only mainstream classroom. Teachers have specialized training in meeting the needs of English learners, possessing either a bilingual education or ESL teaching credential and/or training and strong receptive skills in the English learners' primary language. English is the language of instruction. (235023)

Content Classes with Integrated ESL Support: These language supports may be referred to as Sheltered Instruction Observation Protocol (SIOP), specially designed academic instruction in English (SDAIE), or simply sheltered instruction. They are used by all teachers of English learners, making use of instructional materials, learning tasks and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is the language of instruction. (235019)

Sheltered English Instruction: An instructional approach used to make academic content instruction in English understandable to English learner students. In the sheltered classroom, teachers use physical activities, visual aids and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects. (235019)

Bilingual Supplemental Instructional: A program designed to meet the special language needs of English learner students in which some of the instruction is provided through the native language of the students. Examples of instructional options provided in this program are bilingual education classes taught by a teacher with a bilingual education endorsement or validation (such as a mathematics class taught in both English and Spanish), or explanations of content provided in the native language of the students by a bilingual instructional assistant. Students in this program also may participate in English-only instructional sessions (such as an ESL class) during part of the day. (235025)

Dual Language Program: In this program, also known as two-way immersion, English learners and non-English learners receive instruction in English and a non-English language. Dual language programs provide integrated language and academic instruction for both native English speakers and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. (235017)

Newcomer: Newcomer programs are separate, relatively self-contained systems designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before entering more traditional programs (for example, English language development programs or mainstream classrooms with integrated ESL support). (235021)

Other Programs

Other English Learner programs not covered by the other available English learner program codes.

Includes Consultation, Monitoring and Academic Assistance: Mutually agreed-upon, designated interactions between teachers and specialists to gain information and resources to better support English learners as a population, as individuals and as language learners. English language proficiency standards are addressed across the curriculum. Required element of EL programs. (235099)

References

[*U.S. Department of Education. Language Instruction Educational Programs (LIEP): A Review of the Foundational Literature*](https://www2.ed.gov/rschstat/eval/title-iii/language-instruction-ed-programs-report.pdf)

[*Codes listed refer to ODE EMIS Manual 2.9*](http://education.ohio.gov/getattachment/Topics/Data/EMIS/EMIS-Documentation/Current-EMIS-Manual/2-9-Student-Program-GQ-Record-v11-0.pdf.aspx?lang=en-US)

Notification to Decline English Language Program Template

|  |  |
| --- | --- |
| Date: | Student Name:  |
| School: | School District and Grade: |

Dear Parent or Guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Insert name of student),

We understand that you would like to decline the language instruction educational program proposed for your child. English language programs are specifically designed to help your child increase their English language proficiency, as well as participate in grade-level classes. However, as we discussed in our conversation with you, you have the right to decline the program for your child.

If you wish to decline the English language program, please review and check each item below. Add your initials at the end of the statement. Doing so will indicate you fully understand and agree with each statement. After you have checked and initialed each of the statements, please sign, date and return the form to your child’s school. We will keep this document on file stating that you have declined or do not want your child to participate in the English language program at this time.

* I am aware of my child’s English language assessment score and other information about my child’s current academic progress. I understand the recommendation for additional English language instruction.
* I am familiar with the English language program the school has available for my child.
* I have had the opportunity to discuss the available language instruction educational program with the school staff.
* I understand the school believes its recommendation is the most academically beneficial for my child.
* In compliance with federal requirements, I understand my child will still be designated an “English learner,” eligible for allowable English learner accommodations on state tests, and have his or her English proficiency assessed once per year until he or she no longer qualified under the state’s definition of an English learner.

I understand that I have the right to withdraw this written refusal of services at any time and request that my child immediately receive the language instruction educational program.

This information has been presented to me in language I fully understand.

Print Name of Parent/Guardian

Signature of Parent/Guardian Date