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

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

Your child took the Ohio English Language Proficiency Assessment (OELPA) in February and/or March. Based on your child’s OELPA scores, he or she continues to be an English language learner for the 2020–2021 school year

*Insert OELPA results here or send with family report*

As an English learner, your child will continue to receive support through our English language development program. The program continues to ensure your child can participate meaningfully in school classes and activities.

The following district programs continue to be available to help your child learn English and make academic progress:

*MODIFY LIST OF PROGRAMS OR APPROACHES AS NEEDED*

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

Each program is explained in the glossary at the end of this letter. The purpose of the programs is to provide additional support for students not yet proficient in listening, speaking, reading, and writing in English. The program will help your child meet age-appropriate academic achievement standards for grade promotion and graduation. Your child’s achievement in reading and math will be reported to you regularly.

Students remain classified as English learners until they reach English proficiency as measured by the yearly Ohio English Language Proficiency Assessment. English learners demonstrate proficiency 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 the 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 graduated in four years and *INSERT ADJUSTED 5-YEAR GRADUATION RATE* percent of these students graduated within one additional year.

We strongly encourage your child’s continued participation in the English language development program and invite you to learn more about the benefits of the program. However, you have the right to remove your child from the language instruction program at any time.

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

*INSERT CONTACT NAME*

*INSERT CONTACT PHONE NUMBER*

*INSERT CONTACT EMAIL ADDRESS*

* I understand this information and consent to continued 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

This sample document was prepared by Jill Kramer, EL Coordinator at the ESC of Central Ohio, and is based on the initial notification letter shared by the Ohio Department of Education (ODE). ODE may provide a template for the continuing service letter before the beginning of the 2020-2021 school year. This template can be used in the meanwhile.

Description of Programs and Approaches

EMIS codes follow description

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). 235012

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. 235013

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

Content Classes with Integrated ESL Support: This approach also is referred to as Sheltered Instruction Observation Protocol (SIOP), specially designed academic instruction in English (SDAIE), or simply sheltered instruction. These approaches make 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 used as the medium of instruction. 235019

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

Sheltered English Instruction: An instructional approach used to make academic 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.

Structured English or Two-Way Immersion Program: The goal of this program is acquisition of English language skills so the English learner can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. 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.

Consultation, Monitoring and Academic Assistance: Mutually agreed-upon 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.

Other Programs

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