

# WINTON WOODS CITY SCHOOLS ESL NOTIFICATION LETTER

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

Building: \_\_\_\_\_ Date: \_\_\_\_\_ Assessment Date: \_\_\_\_\_

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 following age-based Language Assessment Scales (LAS) to measure your child's English proficiency:

Listening: Pre-LAS 2000 \_\_\_\_\_ LAS-O 1 \_\_\_\_\_ LAS-O 2 \_\_\_\_\_  
 Speaking: Pre-LAS 2000 \_\_\_\_\_ LAS-O 1 \_\_\_\_\_ LAS-O 2 \_\_\_\_\_  
 Reading: Pre-LAS 2000 \_\_\_\_\_ LAS-R/W 1 \_\_\_\_\_ LAS-R/W 2 \_\_\_\_\_ LAS-R/W 3 \_\_\_\_\_  
 Writing: Pre-LAS 2000 \_\_\_\_\_ LAS-R/W 1 \_\_\_\_\_ LAS-R/W 2 \_\_\_\_\_ LAS-R/W 3 \_\_\_\_\_

The following are the results of your child's English language assessments:

Language Skill	Proficiency Level					
Listening	_____ Pre-functional	_____ Beginning	_____ Intermediate	_____ Advanced	_____ Proficient	
Speaking	_____ Pre-functional	_____ Beginning	_____ Intermediate	_____ Advanced	_____ Proficient	
Reading	_____ Pre-functional	_____ Beginning	_____ Intermediate	_____ Advanced	_____ Proficient	
Writing	_____ Pre-functional	_____ Beginning	_____ Intermediate	_____ Advanced	_____ Proficient	
Comprehension*	_____ Pre-functional	_____ Beginning	_____ Intermediate	_____ Advanced	_____ Proficient	
Composite**	_____ Pre-functional	_____ Beginning	_____ Intermediate	_____ Advanced	_____ Proficient	

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

Based on the results of the English language proficiency assessment as indicated above, the following program is being offered to help your child learn English and make academic progress:

_____ English as a Second Language (ESL) Class	Number of sessions per week _____
_____ English as a Second Language (ESL) Pull-out	Number of sessions per week _____
_____ In-class (inclusion) Support	Number of sessions per week _____
_____ Sheltered Instruction	Daily

### English as a Second Language (ESL) Class

Limited English proficient (LEP) students are directly instructed in the use of the English language. Instruction is based on a special curriculum that typically involves little or no use of the students' native language and is taught during specific school periods. For the rest of the school day, students remain in mainstream classrooms. ESL instruction focuses on the areas of reading, writing, listening and speaking. It includes lessons in English grammar and natural communication activities (free conversation, games, discussions on familiar topics, etc.).

### English as a Second Language (ESL) Pull-out

LEP students are directly instructed in the use of the English language. Instruction is based on a special curriculum that typically involves little or no use of the students' native language and is taught on a pull-out basis one or more times a week. For the rest of the school day, students remain in mainstream classrooms. ESL instruction focuses on the areas of reading, writing, listening and speaking. It includes lessons in English grammar and natural communication activities (free conversation, games, discussions on familiar topics, etc.).

### In-class Support (Inclusion)

Here, the ESL Instructor provides support in the regular classroom. The ESL instructor may assist the LEP students as they work on group projects or individual assignments.

**Sheltered Instruction**

This model is designed to teach both content and language at the same time. The classroom teacher teaches ESL along with the regular subjects, i.e., math, science, social studies and language arts. Teachers use a “sheltered approach” to instruction that takes into account the students’ levels of proficiency in English. Instruction includes the use of graphic organizers, visuals and cooperative learning.

The program or combination of programs indicated above is 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.

*Please note: your child may also benefit from Title I-funded services.*

The following criteria will be used to indicate that your child has attained the required level of English proficiency to be exited from the district’s program for Limited English Proficient (LEP) students:

- Achievement of a composite level of 5 on the Ohio Test of English Language Acquisition (OTELA); **or**
- Obtains a composite score of 4 on the OTELA, subsequently completes a trial period of mainstream instruction and obtains a composite score of 4 or above on the OTELA during the trial period of mainstream instruction.

**Note:** Students will not be exited from the LEP program before Grade 3. Students who obtain a composite score of 4 or 5 on the OTELA in Grade 2 and obtain a composite score of 4 or above on the OTELA during the completion of a trial period of mainstream instruction in Grade 3 shall be exited from the program.

Based on your child’s level of English language proficiency, we expect that your child will receive English language services for approximately \_\_\_\_\_ years.

*Please Note: Limited English proficiency is not a learning disability. However, some students may have a learning disability in addition to being limited English proficient. If your child is diagnosed as having a learning disability, he or she will be provided instruction consistent with an Individualized Education Plan developed in collaboration with yourself, teachers, and other specialists.*

If you disagree with the recommended program services, you may decline to have your child participate. Your child will then be placed in the general instruction program for students who are fluent in English.

We invite you to visit the school to discuss this program with our staff. If you have any questions, please contact:

\_\_\_\_\_ at \_\_\_\_\_

Sincerely,

\_\_\_\_\_ Date

**For Parents/Guardians: Please sign and return one copy of this letter to your child’s school by \_\_\_\_\_. It is very important. Thank you.**

\_\_\_\_ **Yes**, I consent to have my child receive the program services indicated on the previous page.

\_\_\_\_ **No**, I do not consent to have my child receive the program services indicated on the previous page. If you do not consent to have your child receive the services indicated on the previous page, we will discuss with you other support that your child may receive.

Student: \_\_\_\_\_

\_\_\_\_\_ Signature of Parent or Legal Guardian

\_\_\_\_\_ Date

Telephone number: \_\_\_\_\_