



Building \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

Name of Student \_\_\_\_\_

Dear Parents/Guardians:

Our district is required to assess the English language proficiency of all students whose home or native language is other than English. Your child’s English communication skills have been assessed because your child’s home or native language is not only English. We have used the following tests to assess your child’s English language proficiency:

IPT English Proficiency Test \_\_\_\_\_  
 ELPA21 Screener \_\_\_\_\_  
 OELPA-Spring of 20\_\_\_\_ \_\_\_\_\_

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

<b>Communication Skill</b>	<b>Proficiency Level</b>				
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

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

\_\_\_\_\_ In-class (inclusion) support – Students are in classes with native-English speaking peers and a regular classroom teacher, but an ELL specialist is also available in the classroom to support ELL students one or more times a week. For example, the ELL specialist may provide guidance to the ELL students on an assignment or give additional instruction to students on a class topic. The ELL specialist also works with the classroom teacher to modify instruction to be appropriate for the ELL students’ level of English.

\_\_\_\_\_ Tutoring sessions – Individual or small-group tutoring sessions may focus on promoting basic English communication skills or on English for academic purposes. These sessions generally occur one or more times a week, outside of the normal classroom but still during the school day, during a time that is least disruptive to the student’s other learning.

\_\_\_\_\_ Monitoring – Teachers will monitor student progress and adjust services as needed.

\_\_\_\_\_ English as a Second Language (ESL) class (Stebbins only) – Students take this class as a separate period of the day, every day, for credit. Students are taught English directly and practice using English for reading, writing, listening, and speaking in both academic and everyday situations. Students may also receive help with their other classes during ESL class time. This class does not replace the student’s English language arts (“regular” English) class.

The program indicated is designed to help your child attain English language proficiency as quickly as possible so that your child can participate effectively in classrooms where English is the language of instruction. A student attains the required level of English proficiency to be exited from a district’s English Language Learner (ELL) program when he or she obtains a composite score of 3 on the Ohio English Language Proficiency Assessment (OELPA).

We invite you to visit the school and meet with the staff to learn more about this program. If you have questions, please contact your child’s EL Teacher or building where your child attends.

Sincerely,

\_\_\_\_\_  
Krista Wagner- Assistant Superintendent

\_\_\_\_\_  
Date

**For Parent Use Only:**

Please answer the question below and return this part to the school secretary. Please note that, if services are refused at this time, you have the right to request them in the future. You may contact your building principal with any questions.

I accept to have my child receive the program services indicated in this letter.

Yes \_\_\_\_\_  
No \_\_\_\_\_

\_\_\_\_\_  
Parent/Legal Guardian’s Signature

\_\_\_\_\_  
Date

This is your copy to keep.