

# Required Parent Notification Procedures for English Learner Identification and Services

## Instructions for Public School Districts and Community Schools

All districts and schools that are recipients of Title I funds are required to **initially** and **annually** notify the parents and guardians of each student who has been identified as an English learner. To meet federal requirements, districts and community schools are responsible to develop, administer and maintain evidence of parent notifications for all new and current English learners. The parent notifications must include the information below.

1. The reasons for the child's identification and placement in the program for English learners;
2. The child's level of English proficiency, how the proficiency was assessed and the status of the child's academic achievement;
3. The language development program(s) and method(s) of instruction available;
4. How the school's program will meet the educational strengths and needs of the child;
5. How the program will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
6. The requirements for exiting English learner status;
7. The expected rate of transition from the language instruction educational program;
8. The expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program);
9. If applicable, how the program meets the child's individualized education program (IEP);
10. The right to decline or remove the child from the language instruction educational program at any time; and
11. The right to obtain language assistance to understand the notifications and select from among available programs.

The school process to notify parents of their child's English learner identification and eligibility for participation in the language support program should occur within **30 calendar days** after the beginning of the school year. For other students identified as English learners entering during the school year, parents must receive notification of language instruction program eligibility within **two weeks** of registration.

## Partnerships and Equity

Districts and community schools have the obligation to provide the notification in an understandable and uniform format and, to the extent practicable, in a language the parent(s) can understand. The Ohio Department of Education provides translations of parent notifications to assist schools in communication with parents and families. The templates may be modified, as needed, but must fully include the information above. For example, the annual notification of English learner identification may be added to the Family Report for the Ohio English Language Proficiency Assessment that is sent at the end of the school year.

Parents have the right to opt their children out of English language programs or English language services. This decision must be voluntary and based on a full understanding of English learners' rights, the range of services available to their children and the benefits of such services to their children. If a parent decides to decline the English language program that child still retains his or her status as an English learner and access to allowable accommodations on state tests. Districts and schools may not, for any reason, recommend that a parent or guardian decline the English language program or services.

The Department makes continual efforts to provide templates and resources to assist schools and districts in providing equitable access to school programs and effective parent communication, including the following:

1. Appendix A: Initial Identification Notification Template
2. Appendix B: Decline Program/Services Letter Template

Contact the Office of Integrated Student Supports at (614) 466-4109 or by email to [lau@education.ohio.gov](mailto:lau@education.ohio.gov) with questions.

## Appendix A: Initial Identification Notification Template

<b>Date:</b>	<b>Student Name:</b>
<b>District:</b>	<b>School and Grade Level:</b>

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

You child has been identified as an English learner. Ohio defines a student who is an English learner as one who has a primary or home language other than English and needs special language assistance to effectively participate in school. We used Ohio's Language Usage Survey and Ohio's English Language Proficiency Screener to measure your child's English proficiency in listening, speaking, reading and writing. Here are your child's results:

***INSERT OR ATTACH OELPS INDIVIDUAL STUDENT REPORT (ISR)***

As an English learner, your child is eligible for support through our English language development program. The program helps ensure your child can participate meaningfully in school classes and activities. This letter summarizes your child's English level and the programs available to help your child achieve at a high level by improving his or her English proficiency.

The following district programs are 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 (OELPA). 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 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 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 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.

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(Printed name of the Parent/Guardian)

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(Signature of the Parent/Guardian)

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Date

## 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\*](#)

## Appendix B: Notification to Decline English Language Programs or Services Template

<b>Date:</b>	<b>Student Name:</b>
<b>School:</b>	<b>School District and Grade:</b>

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

We understand that you would like to decline the English language program or English language services proposed for your child. English language services are specifically designed to help your child obtain English language proficiency, as well as acquire grade-level content. However, as stated in our conversation, you have the right to decline the program or services for your child.

If you wish to decline the English language program or English language services, please check each item on the checklist below and 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 English language services for your child.

- I am aware of my child’s English language assessment score and other information about my child’s current academic progress and understand why he or she was recommended for additional English language instruction.
- I am familiar with the English language programs and services the school has available for my child.
- I have had the opportunity to discuss the available English learner programs and services 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” and have his or her English proficiency assessed once per year until he or she no longer meets the 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 be immediately placed back into the program.

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

**Print Name of Parent/Guardian** \_\_\_\_\_

**Signature of Parent/Guardian** \_\_\_\_\_

**Date** \_\_\_\_\_