Required Parent Notification Procedures for English Learner Identification and Programs

The purpose of this document is to provide guidance and tools for schools to fulfill the obligation to provide parental notification of English learner identification and services as required by Title I of the Every Student Succeeds Act (2015). The appendices include sample letters and a checklist to assist schools in meeting compliance and program documentation standards.

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 initial and annual parent notification of EL identification must include the information elements below.

1. The reasons for the child's identification and placement in the English learner program
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
11. The right to language assistance to understand notifications and select available programs.

The school's process to notify parents of their child's English learner identification and eligibility for participation in the language development program should occur within **30 calendar days** after the beginning of the district's 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. The annual notification of continuing English learner identification may be added to the Ohio English Language Proficiency Assessment Family Report that is sent at the end of the school year. The annual parental notification for continuing English learner status may also be completed with the initial notifications at the beginning of each school year.

Language Assistance

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 some translations of parent notifications to assist schools to communicate with parents and families. The sample templates attached in the appendices below may be modified but remain obligated to include the 11 information elements listed above.

The Dear Colleague Letter (2015) affirms that parents retain the right to opt their children out of English language programs. Districts and schools may not, for any reason, recommend that a parent or guardian decline English language program services for their child. The decision must be voluntary and based on a full understanding of (1) English learners' rights, (2) the range of services available to their children, and (3) the benefits of such services to their children.

If a parent decides to decline the English language program, their child still retains his or her status as an English learner and access to allowable accommodations on state tests.

Schools must continue to monitor the English language proficiency and academic progress of students who opt out of EL programs. If a student does not demonstrate appropriate growth in English Language Proficiency or maintain appropriate academic levels, the district and school must inform the parents in a language they understand and offer EL services.

Provisional Identification during Remote Learning

Relative to the COVID-19 mandated school closures, the federal Department of Education Fact Sheet (May 2020) affirms that Title I Parental Notification statutory requirements for English Learners remain in effect for the 2020-2021 school year (ESEA, Section 112 (e)(3).

Some elements of the parental notification requirements, described in Chapter 7 of the English Learner Toolkit, may be provided to parents in a different format, with interpreters as needed, using digital and phone communications. When required parental notification elements are conveyed through formats such as in-person, online or phone communications, school administrators of English learner programs should maintain written documentation of communications that include dated follow-up correspondence and emails.

The parental notification of provisional identification includes data the district collected to determine the child's level of English proficiency in lieu of the Ohio English Language Proficiency Screener. Appendix D provides a sample initial identification parental notification template for students who are identified provisionally.

See the Reset and Restart Serving English Learners Guidelines for additional guidance regarding provisional identification.

Funding of Students with Provisional English Learner Identification

While the reported numbers of English learners identified using the state standardized process require administration of the OELPS, the provisional identification of English learners serves as a temporary means to ensure uninterrupted instruction. State funds for English learners are currently not affected by fluctuations in English learner enrollments reported in the EMIS. This is due to the freezing of the state's current biennium foundation budget, that includes categorical funding for English learners. That is, state funding for English learners remains at the 2018-19 levels for both school years 2019-2020 and 2020-2021.

Discussion regarding provisional identification and determinations of federal Title III funding are ongoing. Schools are advised to continue to find ways to ensure educational access and English learner supports to all potential and current English learners. Funds received under the Elementary and Secondary School Emergency Relief Fund (ESSERF) or the Governor's Emergency Education Relief Fund (GEERF) of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), enacted on March 27, 2020, can generally be used for purposes that include English learner instruction and communication using interpreters.

Family Engagement and Partnerships

At a minimum, the parent notification documents the school's commitment and obligation to offer accessible, high-quality instruction for students as required by Title I and Title III of the Every Student Succeeds Act (2015). The **Checklist for Parent Notification of EL Identification** (Appendix C) is provided as a tool to assist staff in assuring that notifications meet Title I program documentation compliance standards.

The notification should welcome parents to the school community and indicate contact information for interpretation support and those staff who will be part of their child's educational experience.

Parental notification of English learner identification is an opportunity to invite parents to participate in school events and engage in their child's education using the range of learning approaches (e.g., hybrid and remote learning). The notification of EL identification should support parents as critical school partners and may be combined with other resources that provide language supports and community resources.

Please see the Department's Reset and Restart for Parent Engagement for additional guidance.

Templates and Tools

As part of the Department's efforts to provide technical assistance to support equitable access and effective parent communication, the appendices below have been developed for schools:

Appendix A: Initial Identification Notification Template (English and Spanish)
Appendix B: Notification to Decline EL Program Template (English and Spanish)
Appendix C: Checklist for Parent Notification of EL Identification
Appendix D: Initial Identification Notification Template for Provisional EL Status
Appendix E: English Learner Parental Notification Statutory Authority

We look forward to our continued partnership to support Ohio's English learners. For additional information, please contact the Ohio Department of Education, Office of Integrated Student Supports, Lau Resource Center for English Learners at (614) 466-4109, or by email to lau@education.ohio.gov

Appendix A: Initial Identification Notification Template

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. 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 (LUS) and Ohio's English Language Proficiency Screener (OELPS) 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 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. The purposes of the programs are 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 the Proficient overall level as measured by the OELPA given yearly in the spring. 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 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 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 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 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

☐ 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)

Sample Copy for Technical Assistance Purposes Only

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

Codes listed refer to ODE EMIS Manual 2.9, Version 11.0, p. 18 of 29 "Limited English Proficiency. These programs include elementary and secondary school programs, including activities at the preschool level, to meet the educational needs of children of limited English proficiency. The programs provide structured English language instruction, with respect to the years of study to which the program is applicable, and instruction in the student's native language to the extent necessary to allow a student to achieve competence in English. The instruction must incorporate the cultural heritage of these students and of other children in American society. The instruction must, to the extent necessary, be in all courses or subjects of study that will allow a student to meet grade promotion and graduation standards."

Appendix B: 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 English language program proposed for your child. English language programs 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 for your child.

If you wish to decline the English language program, please review and check each item 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 the English language program 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 program the school has available for my child.
- ☐ I have had the opportunity to discuss the available English learner programs 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 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** _____

Procedimientos obligatorios de notificación a los padres de estudiantes de inglés (EL)

Instrucciones para escuelas públicas distritales y escuelas comunitarias

Se requiere que todos los distritos y escuelas comunitarias que reciben fondos del Título I notifiquen **inicial y anualmente** a los padres y tutores de cada estudiante que haya sido identificado como estudiante de inglés (EL). Para cumplir con los requisitos federales, los distritos y las escuelas comunitarias son responsables de desarrollar, administrar y mantener copias de las notificaciones para los padres de todos los estudiantes de inglés nuevos y actuales. Las notificaciones para padres deben incluir la información a continuación.

1. Las razones para la identificación y ubicación del niño en el programa para estudiantes de inglés
2. El nivel de dominio del inglés del estudiante, cómo se evaluó el dominio del idioma y el estado del logro académico del niño
3. Los programas de desarrollo del lenguaje y los métodos de instrucción disponibles
4. Cómo el programa de la escuela ayudará a aumentar las fortalezas y necesidades educativas del niño
5. Cómo el programa ayudará al niño a aprender inglés y cumplir con los estándares académicos apropiados para su edad para la promoción y graduación
6. Los requisitos para salir de la clasificación de estudiante de inglés
7. El tiempo que se espera que el estudiante esté en el programa educativo de instrucción de idiomas
8. El tiempo estimado para la graduación de la escuela secundaria (incluidas las tasas de graduación ajustadas de cuatro años y las tasas de graduación ajustadas de año extendido para dicho programa)
9. Si corresponde, cómo el programa cumple con el programa educativo individualizado (IEP) del niño
10. El derecho a rechazar o retirar al niño del programa educativo de instrucción del idioma inglés en cualquier momento

11. El derecho a obtener asistencia para entender las notificaciones en inglés y seleccionar entre los programas del idioma disponibles.

El proceso escolar para notificar a los padres sobre la identificación de sus hijos como estudiantes de inglés debe de ocurrir dentro de los 30 días del calendario posteriores al comienzo del año escolar. Para otros niños identificados como estudiantes de inglés que ingresan durante el año escolar, los padres deben recibir una notificación de elegibilidad del programa de instrucción de idiomas dentro de las dos semanas posteriores a la matricula.

Asociaciones y equidad

Los distritos y las escuelas comunitarias tienen la obligación de proporcionar la notificación en un formato comprensible y uniforme y, en la medida de lo posible, en un lenguaje que los padres puedan entender. El Departamento de Educación de Ohio proporciona traducciones de notificaciones a los padres para ayudar a las escuelas a comunicarse con los padres y las familias. Las plantillas pueden modificarse, según sea necesario, pero deben incluir toda la información anterior. Por ejemplo, la notificación anual de identificación del estudiante de inglés se puede agregar al Informe Familiar para la OELPA que se envía al final del año escolar.

Los padres tienen el derecho de excluir a sus hijos de los programas del idioma inglés o los servicios del idioma inglés. Esta decisión debe ser voluntaria y debe estar basada en una comprensión plena de los derechos de los estudiantes de inglés, la gama de servicios disponibles para sus hijos y los beneficios de dichos servicios para sus hijos. Si un padre decide rechazar el programa de idioma inglés, ese niño aún conserva su condición de estudiante de inglés y el acceso a adaptaciones permitidas en los exámenes estatales. Los distritos y las escuelas no pueden, por ningún motivo, recomendar que un padre o tutor rechace el programa o los servicios del idioma inglés.

El Departamento hace esfuerzos continuos para proporcionar plantillas y recursos para ayudar a las escuelas y los distritos a proporcionar un acceso equitativo a los programas escolares y una comunicación efectiva con los padres, que incluye lo siguiente:

Apéndice A: Plantilla de notificación de identificación inicial
Apéndice B: Programa de rechazo / Plantilla de carta de servicios

Comuníquese con la Oficina de Apoyo Integrado para Estudiantes al (614) 466-4109 o por correo electrónico a lau@education.ohio.gov si tiene preguntas.

Apéndice A: Carta de notificación de identificación inicial

Fecha:	**Nombre del estudiante:**
Distrito:	**Escuela y grado:**

Estimado padre o tutor de _____(Write the student's name),

Su hijo ha sido identificado como un estudiante de inglés. Ohio define a un estudiante cuya lengua materna es diferente al inglés y necesita asistencia especial de idiomas para participar efectivamente en la escuela. Utilizamos la Encuesta de uso del idioma de Ohio (LUS) y una prueba para medir la capacidad de uso de la lengua inglesa (OELPS) para medir el dominio del inglés de su hijo al escuchar, hablar, leer y escribir. Aquí están los resultados de su hijo:

Insert information from the OELPS individual student report here (ISR)

Como estudiante de inglés, su hijo es elegible para recibir apoyo a través de nuestro programa de desarrollo del idioma inglés. El programa nos ayuda a asegurar que su hijo pueda participar en las clases y actividades escolares. Esta carta es un resumen del nivel de inglés de su hijo y los programas disponibles para ayudarlo a alcanzar un alto nivel en el idioma inglés.

Estos son los programas para el desarrollo del idioma inglés para su hijo y que están disponibles para un progreso académico adecuado en el desarrollo educativo del niño:

Modify the list to explain the district's language development program

1. Inglés como Instrucción Suplementaria
2. Instrucción Bilingüe Suplementaria
3. Lenguaje Dual
4. Clases de contenido con ESL integrado
5. Programas para los recién llegados
6. Instrucción "Sheltered"
7. Inmersión estructurada
8. Consulta, monitoreo y asistencia académica
9. Otro programa

Cada programa se explica en el glosario al final de esta carta. El propósito del programa es proporcionar apoyo adicional a los estudiantes que no tienen un desarrollo completo del oído, el habla, la lectura y la escritura del idioma inglés. El programa ayudará a su hijo a cumplir con los estándares de rendimiento académico apropiados para su edad para la promoción de grado y la graduación. El rendimiento de su hijo en lectura y matemáticas se le informará regularmente.

Los estudiantes permanecen clasificados como aprendices de inglés hasta que alcanzan el dominio del inglés según lo medido por la Evaluación de dominio del idioma inglés de Ohio (OELPA). Los estudiantes de inglés demuestran el dominio del idioma al obtener un puntaje de 4 o 5 en cada una de las cuatro partes de la prueba (audición, habla, lectura, escritura). Los estudiantes de inglés toman el OELPA cada año hasta que llegan al estándar. La mayoría de los estudiantes se vuelven competentes en inglés y salen del programa dentro de (Write the number of years students are generally classified as ELs) años. Cuando salga del programa, el desempeño de su hijo continuará siendo monitoreado para 2 años para determinar si se necesita apoyo académico adicional. En *Insert school year*, Insert 4-year graduation rate % de estudiantes de secundaria en Insert name of school elegibles para el programa de desarrollo del idioma inglés se graduaron a tiempo e *Insert the graduation rate for 5 years*% de estos estudiantes se graduaron dentro de un año adicional.

Recomendamos encarecidamente la participación de su hijo en el programa de desarrollo del idioma inglés y lo invitamos a conocer más sobre los beneficios del programa. Sin embargo, tiene derecho a retirar a su hijo del programa de instrucción de idiomas en cualquier momento.

Comuníquese o visite nuestro distrito para analizar el progreso de su hijo en el desarrollo del idioma inglés y el rendimiento académico.

Insert name of school contact staff member.
Insert telephone number of contact
Insert email of contact

□□Entiendo esta información y acepto el programa de idioma inglés para mi hijo.

□□Entiendo esta información y me gustaría conversar con el personal del distrito para hablar sobre la disminución de la participación de mi hijo en los programas anteriores.

□□No entiendo la información anterior y me gustaría recibir soporte y explicación adicional sobre esta información.

_____
(Nombre impreso del padre / tutor)

_____
(Firma del padre / tutor) Fecha (Mes/Día/Año)

Sample Copy for Technical Assistance Purposes Only

Descripción de programas y enfoques

Instrucción complementaria solo en inglés: un programa diseñado para satisfacer las necesidades especiales de los estudiantes de la lengua inglesa, en el que las instrucciones durante el día no incorporan el idioma nativo del estudiante. Ejemplos de opciones de entrega de instrucción proporcionadas en este programa son clases de inglés como segundo idioma (ESL), sesiones de tutoría extraíble, clases protegidas basadas en contenido (como una clase de matemáticas adaptada al nivel de dominio de inglés de los estudiantes) y apoyo proporcionado por una especialista de ESL en un entorno de clase convencional (inclusión).

Instrucción Bilingüe Suplementaria: Un programa diseñado para satisfacer las necesidades especiales de lenguaje de los estudiantes (EL), en el cual parte de la instrucción se proporciona a través del idioma nativo de los estudiantes. Ejemplos de opciones de instrucción proporcionadas en este programa son las clases de educación bilingüe impartidas por un maestro con un aval o validación de educación bilingüe (como una clase de matemáticas impartida en inglés y español), o explicaciones del contenido proporcionado en el idioma nativo de los estudiantes por un asistente de instrucción bilingüe. Los estudiantes en este programa también pueden participar en sesiones de instrucción en inglés (como una clase de ESL) durante parte del día.

Programa de lenguaje dual: en este programa, también conocido como inmersión bidireccional, los estudiantes de inglés y los que no lo son reciben instrucción en inglés y en otro idioma. Los programas de lenguaje dual brindan instrucción integrada de idioma y académica tanto para hablantes nativos de inglés como para hablantes nativos de otro idioma con los objetivos de alto rendimiento académico, dominio del primer y segundo idioma y comprensión intercultural.

Clases de contenido con soporte integrado de ESL: este enfoque también se conoce como Protocolo de observación de instrucción protegida (SIOP), instrucción académica especialmente diseñada en inglés (SDAIE) o simplemente instrucción protegida. Estos enfoques hacen uso de materiales de instrucción, tareas de aprendizaje y técnicas de aula de áreas de contenido académico como vehículo para desarrollar habilidades de lenguaje, contenido, cognitivas y de estudio. El inglés se usa como medio de instrucción.

Recién llegados: los programas para recién llegados son intervenciones educativas independientes y relativamente independientes diseñadas para satisfacer las necesidades académicas y de transición de los inmigrantes recién llegados. Por lo general, los estudiantes asisten a estos programas antes de ingresar a intervenciones más tradicionales (p. Ej., Programas de desarrollo del idioma inglés o aulas principales con instrucción suplementaria de ESL).

Instrucción de inglés protegido: un enfoque de instrucción utilizado para hacer que la instrucción académica en inglés sea comprensible para los estudiantes de E L. En el aula protegida, los maestros usan actividades físicas, ayudas visuales y el medio ambiente para enseñar vocabulario para el desarrollo de conceptos en matemáticas, ciencias, estudios sociales y otras materias.

Programa estructurado de inglés: El objetivo de este programa es la adquisición de habilidades en el idioma inglés para que el estudiante de inglés pueda tener éxito en un aula principal de solo inglés. Toda la instrucción en un programa de estrategia de inmersión es en inglés. Los maestros tienen capacitación especializada para satisfacer las necesidades de los estudiantes de inglés, que poseen una educación bilingüe o credenciales y / o capacitación en enseñanza de ESL y fuertes habilidades receptivas en el idioma primario de los estudiantes de inglés.

Consulta, monitoreo y asistencia académica: interacciones mutuamente acordadas entre maestros y especialistas para obtener información y recursos para apoyar mejor a los estudiantes de inglés como población, como individuos y como estudiantes de idiomas. Los estándares de dominio del idioma inglés se abordan en todo el plan de estudios.

Otros programas
Otros programas de Estudiantes de inglés no cubiertos por los otros códigos de programa EL disponibles.

(Referencias Departamento de Educación de los EE . UU. Programas educativos de instrucción de idiomas (LIEP): una revisión de la literatura fundamental)

The Ohio Department of Education Lau Resource Center provides these translations and tools for technical assistance only. If there are questions or recommendations to improve content or accuracy, please contact the Lau Resource Center at 614-466-4109.

#EachChildOurFuture

Apéndice B: Notificación para rechazar el programa del idioma inglés

Fecha:	**Nombre del estudiante:**
Escuela:	**Distrito escolar:**

Estimado padre o tutor de _____(Insert Student Name)

Entendemos que desea rechazar el programa del idioma inglés o los servicios de apoyo lingüístico propuesto para su hijo. Los servicios del idioma inglés están diseñados específicamente para ayudar a su hijo a obtener dominio del idioma inglés, así como a adquirir contenido a nivel de grado. Sin embargo, como se indica en el reglamento, usted tiene derecho a rechazar el programa o los servicios para su hijo.

Si desea rechazar el programa del idioma inglés o los servicios del idioma inglés, verifique cada elemento en la lista de verificación a continuación y agregue sus iniciales al final de la declaración. Hacerlo indicará que usted comprende plenamente y está de acuerdo con cada declaración.

Después de que haya verificado e inicializado cada una de las declaraciones, favor de firmar, fechar y devolver el formulario a la escuela de su hijo(a). Mantendremos este documento en el archivo indicando que usted ha rechazado o no desea los servicios del idioma inglés como segunda lengua para su hijo(a).

- ☐ Recibí el puntaje de la evaluación del idioma inglés de mi hijo(a) y otra información sobre el progreso académico actual de mi hijo(a), y entiendo por qué se le recomendó recibir instrucción adicional en el idioma inglés.
- ☐ Estoy familiarizado con los programas del idioma inglés y los servicios que la escuela tiene disponibles para mi hijo(a).
- ☐ He tenido la oportunidad de discutir los programas y servicios disponibles en la escuela.
- ☐ Entiendo que la escuela cree que la recomendación es la más académicamente beneficiosa para mi hijo(a).
- ☐ En cumplimiento con los requisitos federales, entiendo que mi hijo aún será designado como "estudiante de inglés como segunda lengua" y se evaluará su dominio del inglés una vez al año hasta que logre obtener un puntaje exitoso en la prueba OELPA.

Entiendo que tengo el derecho de optar por estos servicios en cualquier momento. Esta información me ha sido presentada en un lenguaje que entiendo claramente.

Escriba el nombre del padre / tutor_____

Firma del padre / tutor _____Fecha (mes/día/año): _____

Appendix C: Checklist for Parent Notification of EL Identification

The Ohio Department of Education provides this checklist as technical assistance for schools and districts to implement written notifications to parents regarding their child's English learner (EL) classification, language proficiency levels and the school's English learner plan. See page 1 of the document *Required Parent Notification Procedures for English Learner Identification and Programs.* For additional information, email lau@education.ohio.gov or phone 614-466-4109.

Required Notification Element	Yes Date Checked	No Additional Information
1. The child has been identified as an English learner (EL) within 30 days of the beginning of the school year, or two weeks for students who arrive after opening enrollment.		
2. Distribution of the parent notification in an understandable language and uniform format that parents and guardians understand.		
3. Explanation of Ohio's standardized EL identification process and how the school will provide instruction to develop their English language proficiency and meet the academic state standards.		
4. Results of the child's English language proficiency screener that include the areas of listening, speaking, reading and writing.		
5. The method of language instruction and supports the school uses, including a description of other methods of instruction that are available.		

6. How the program will meet the specific needs of the child in meeting goals to attain English language proficiency and academic content standards.

7. The standardized exit requirements for English learners to be reclassified or exited from the EL program.

8. The expected rate of transition to former EL monitoring status. In the case of high school students, the expected rate to achieve high school graduation.

9. Written guidance on the rights of parents to be informed about school programs available, and to remove their child from a language development program upon request, or to choose another program or method of instruction, if available.

10. If applicable, how the program meets the child's individualized education program (IEP).

Appendix D: Initial Identification Notification of Provisional EL Status during Remote Learning Template

The sample letter below is offered as technical assistance for the initial notification of provisional English learner identification provided to parents during the mandated school closures and remote learning due to COVID-19. It should be modified as appropriate. The federal Department of Education Fact Sheet (May 2020) affirms that Title I Parental Notification statutory requirements for English Learners remain in effect for the 2020-2021 school year as indicated in Appendix E (ESEA, Section 112 (e)(3).

[Insert name of school or district]
[Insert school year]

Date:	**Student Name:**
District:	**School and Grade Level:**

Dear Parent or Guardian of _____(Insert name of student),

Your child has been identified as a provisional 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 English language instruction and assistance to effectively participate in school. Because the Ohio English Language Proficiency Screener (OELPS) is designed for a student to be assessed *in person*, your child has been identified on a provisional basis due to concerns with COVID-19 and administering tests safely. At this time, your child has been given a locally-determined informal assessment of their English language proficiency until the OELPS can be administered in person, or adjusted for remote learning. 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.

Your child's English language proficiency has been assessed using the means listed below:

Records Review	Listening: Speaking: Reading: Writing:
Observations	Listening: Speaking: Reading: Writing:

Interviews	Listening: Speaking: Reading: Writing:
English Language Proficiency Tests	Listening: Speaking: Reading: Writing:

INSERT ABOVE OR ATTACH RESULTS THAT INDICATE STUDENT'S LISTENING, SPEAKING, READING AND WRITING ENGLISH LANGUAGE PROFICIENCY)

As a provisional English learner, and until your child's proficiency in English is officially determined through administration of the OELPS your child is eligible for the English learner program described below. The program is part of our school's obligation to ensure your child can participate meaningfully in school classes and activities.

[Insert method of English language instruction and programs available to the student]

Your child will be asked to complete the Ohio English Language Proficiency Screener when it is possible to be safely administered. We will be sure to communicate with you about these results.

If you have any questions about your child taking the OELPS, being assessed by provisional identification or being provided English learner services through remote learning, please contact [Insert name of LEA or school contact] at [insert phone number and/or email address].

Sincerely,

[Insert name of district superintendent or school principal]

[Insert superintendent or school principal signature]

Appendix E: English Learner Parental Notification Statutory Authority

Every Student Succeeds Act of 2015, Title I Part A, Sec. 1112 (d)(3)(A)

Under Title I Parental Notification requirements, a school using funds under this part or Title III, no later than 30 days after the beginning of the school year, must inform the parent or parents of an English language learner (ELL) student that their child has been identified for participation in a language instruction educational program. If a child has not been identified as an ELL prior to the beginning of the school year, then the parents must be notified within two weeks of the child's placement in a language instruction educational program. The notification must include the following information:

- Why the child was identified as an ELL and why the child needs to be placed in a language instructional educational program that will assist the child to develop and attain English proficiency and meet state standards;
- The child's level of English proficiency, how such level was assessed, and the child's academic level;
- The method of instruction that will be used to serve the child, including a description of other methods of instruction available and how those methods differ in content, instructional goals, and the use of English and a native language, if applicable.
- How the program will meet the specific needs of the child in attaining English and meeting state standards;
- The program's exit requirements, the expected rate of transition into a classroom not tailored for ELLs, and, in the case of high school students, the expected rate of graduation;
- How the instructional program will meet the objectives of an individualized education program of a child with a disability; and
- Written guidance on the rights that parents have to remove their child from a program upon their request, in accordance with N.J.A.C. 6A:15-1.13, or to choose another program or method of instruction, if available, and how parents will be provided assistance in selecting the best program to serve their child.

A school receiving Title I or III funds must implement an effective means of outreach to parents of ELLs. Outreach to parents must include information on how parents can become involved in the education of their children and how they can actively participate in helping their children learn English, achieve at high levels in the core academic subjects and meet state standards. Outreach also must include regular meetings for parents and notices of such meetings so that parents have the opportunity to provide suggestions and recommendations.