



Secondary Schools

Notice to Parents/Guardians of English Language Learner (ELL) Students

Please Type or Print

School: _____ Work Location: _____ Date: _____
Month / Day / Year

To the Parent(s) or Guardian(s) of: _____ ID#: _____
First Name Last Name

Based on your responses on the Home Language Survey (HLS) completed at the time of registration, your child's English language proficiency was assessed. Your child has been identified as English Language Learner (ELL), in need of placement in the English for Speakers of Other Languages (ESOL) program.

- INITIAL PLACEMENT:** Your child's initial English proficiency was assessed at level _____ using the Comprehensive English Language Learning Assessment-Form 3 (Online CELLA). The academic records and/or assessments of your child's knowledge in various content areas were used to determine the most appropriate instructional program placement.
- CONTINUATION IN ESOL PROGRAM:** Your child's updated English proficiency was assessed at level _____ using the results of the Online CELLA or Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELL) 2.0.
- EXIT FROM ESOL PROGRAM:** Your child has met the English proficiency criteria and will no longer be required to participate in the ESOL program.

(English proficiency levels: I. Novice; II. Low Intermediate; III. High Intermediate; IV. Advanced)

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM

The goal of the ESOL program is to assist students learn to speak, read, and write in English as quickly as possible. The instructional delivery models listed below are equal in amount, sequence, and scope to the instruction provided to non-ELL students at the same grade, and is delivered by an appropriately certified teacher. **Your child has been placed in the model checked below:**

(E)

Sheltered – English

Sheltered instruction refers to a model where only students who are learning English are grouped and receive specialized English language instruction from either the classroom or language arts teacher.

(I)

Mainstream/Inclusion – English

Mainstream/Inclusion refers to a model where the students who are learning English are together with students who are fluent in English. The classroom teacher adapts lessons for your child using specific strategies and provides him/her with specialized English language instruction.

The delivery model in which your child will participate this school year is appropriate for his/her educational strengths and needs. The ESOL program is an instructional program that will assist your child in acquiring listening, speaking, reading, and writing skills in English.

ACADEMIC CONTENT AREAS

In addition, your child will also receive specialized instruction that will help him/her meet grade-appropriate academic standards for promotion and graduation. The goal of these programs is to develop students' knowledge and understanding in specific content areas such as mathematics, science, social sciences and computer literacy, while they are learning English. The academic records and/or assessments of your child's knowledge in various content areas were used to determine the most appropriate program placement.

Your child has been placed in the program checked below:

<input type="checkbox"/> (S)	Sheltered – Core/basic Subject Areas Sheltered instruction refers to a model where the students who are learning English are grouped together with students who are fluent in English. The classroom teacher adapts lessons for your child using specific strategies.
<input type="checkbox"/> (O)	One-Way Developmental Bilingual Education <input type="checkbox"/> <u>Bilingual Curriculum Content (BCC)</u> BCC is designed to provide instructional support student's home language in the content areas. This program is available in Spanish and Haitian-Creole. <input type="checkbox"/> <u>Multilingual Team and/or Home Language Assistance Program (HLAP)</u> These services offer instructional support by a teacher or paraprofessional who provides tutoring in the student's home language. Available in approximately in twenty languages.
<input type="checkbox"/> (T)	Dual Language Program This program refers to a model where the students who are learning English are together with students who are fluent in English and receive specialized English language instruction, as well as core/basic subject area(s) in another language.

EXPECTED RATE OF TRANSITION AND EXIT REQUIREMENTS

Most students participate in the ESOL program for an average of three (3) years before moving to programs not tailored for ELL. Students meet State's exit criteria from the ESOL program when in:

- Grades 6-9: They achieve an overall composite proficiency level of 5.0 and at least 4.0 in all domains (Speaking, Listening, Reading and Writing on ACCESS 2.0) in addition to scoring at the achievement level of 3 or higher on the ELA component of the FSA.
- Grades 10-12: They achieve an overall composite proficiency level of 5.0 and at least 4.0 in all domains (Speaking, Listening, Reading and Writing on ACCESS 2.0) in addition to scoring at the achievement level of 3 or higher on the ELA 10th grade ELA component of the FSA, or the on the 10th grade Reading component of the FCAT (retakers), or achieving a concordance score on the Reading component of the ACT or SAT sufficient to meet applicable graduation requirements.

SPECIAL EDUCATION (SPED) PROGRAM PARTICIPATION

Students with disabilities have an Individual Educational Plan (IEP). If your child participates in the Special Education (SPED) program, participation in the ESOL program for your son/daughter is addressed in his/her IEP.

PARENTAL RIGHTS

The right to comprehensible instruction may not be waived; however, you may select a model among the programs available at your child's school. If you have questions and/or concerns about the various programs or methods of instruction available to your child, please contact the person listed below.

Contact person: _____ Phone number: _____
First Name Last Name

Sincerely,

Principal's Signature