

PLACEMENT NOTIFICATION: ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Initial Placement **Date:** _____

Student Name: _____

Student ID: _____

School: _____ Grade: _____

Dear Parent/Legal Guardian,

Based on the responses to the Home Language Survey, your child has been assessed and qualifies for English for Speakers of Other Languages (ESOL) services.¹ **Your child qualifies for the ESOL program using the following criteria:²**

INITIAL PLACEMENT:

Name of Test/Score/Level on Listening/Speaking

Name of Test/Score/Level on Reading/Writing

ELL Committee/Assessment Criteria _____

The goal of the ESOL program is to help your child learn English in order to meet appropriate academic standards for grade promotion and graduation. As an English language Learner (ELL), your child will receive language and academic support until meeting exit criteria outlined in State Board Rule (SBR) 6A.6.0903.³

Once exited from the ESOL program, your child will be monitored for two years to ensure academic success during this transition period.⁴ Although your child's projected graduation year is _____, the school's ELL Committee is available to meet with you anytime throughout your child's educational experience to review academic needs and placement recommendations.⁴ Appropriate ESOL services will also be included in the guidelines and recommendations in a student's Individualized Education Plan (IEP) if necessary.⁵

ESOL programs adjust instruction to the child's strengths and needs by providing effective teaching strategies, as well as supplemental instructional materials or bilingual support.⁶ As a parent, you are encouraged to participate in developing your child's Student ELL Plan, as well as choose the appropriate instructional model for your child which includes:⁷

_____ Mainstream/Inclusion English Language Arts (instruction with both ELLs and non-ELLs)

_____ Mainstream/Inclusion Basic Subject Areas (math, science, social studies, computer)

_____ Sheltered English Language Arts (students receive instruction with ELLs only)

_____ Sheltered Basic Subject Areas (math, science, social studies, computer literacy)

_____ One-way Developmental Bilingual Education (instruction in native language and English)

_____ Dual Language (instruction in target language and English)

CONTINUING PLACEMENT: EVERY STUDENT SUCCEEDS ACT (ESSA) REQUIREMENTS

Continuing Placement of ESOL **Date:** _____

Student Name: _____
Student ID: _____
School: _____ Grade: _____

Federal and state law require that students in an ESOL program are assessed annually to show linguistic growth, as well as academic achievement. These assessment results impact program placement decisions.¹ Therefore, your child will continue to receive ESOL services based on the following assessment data:²

ACCESS for ELL proficiency level:

FSA English Language Arts (ELA) assessment results:

ELL Committee/Assessment Criteria

REFUSAL of TITLE III SERVICES

ESSA Title III guidelines allow districts to use federal funding to support their ESOL programs and provide supplemental services to ELLs. Parents may elect to refuse these supplemental Title III services.⁸ However, your child will still receive language and academic support and be annually assessed for English proficiency. If you need additional information regarding the ESOL or Title III program, please contact _____ at _____.

If you do not want your child to receive supplemental services through Title III, please indicate by signing and returning the form below.

Student Name: _____
Parent Name: _____

I do not want my child to receive ESSA Title III supplemental services.

Parent/Guardian Signature: _____
Date: _____

Notes

- ¹ This statement provides the reasons for the identification of the child as an English learner and the child's need of placement in a language instruction educational program.
- ² Initial placement tests and assessment criteria are used to show the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement.
- ³ The ESOL program will specifically help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation by offering language and academic support.
- ⁴ This sections provides details about the specific exit requirements for the program, including the expected rate of transition from the program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for the program) if funds are used for children in high schools.
- ⁵ In the case of a child with a disability, the objectives of the individualized education program of the child will include ESOL services, as described in Section 614(d) of the Individuals with Disabilities Education Act (IDEA);
- ⁶ The program will meet the educational strengths and needs of the child.
- ⁷ Shows the methods of instruction in the program, methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction.
- ⁸ Information pertaining to parental rights that includes written guidance on detailing the right that parents have to have their child immediately removed from the program upon their request, detailing the options that parents have to decline to enroll their child in the program, or to choose another program of method of instruction, if available, and assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.