

Perrysburg Schools

Limited English Proficiency (LEP)

English as a Second Language (ESL)

Manual & Resources

Revised 12/16/2016

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Perrysburg Schools LEP/ESL Program Summary

Perrysburg Schools currently has a pull-out style English as a Second Language (ESL) Program in place for all resident limited-English proficient (LEP) students enrolled in grades K-12. This program is designed to accomplish certain goals. The most important of these is to assist LEP students in achieving full proficiency in their acquisition of the English language so that they are capable of meeting the challenging State of Ohio academic content and achievement standards that all students in the District are expected to meet (Perrysburg EV 1). Other goals include teaching critical thinking skills (the "why" behind concepts is sometimes subjugated to memorizing the "what" in other cultures), helping students absorb and digest what they are being taught in their regular education classes, teaching American-style testing procedures and helping both the students and their families acclimate to life in the United States and U.S. schools.

Students come into the United States with widely divergent English-speaking abilities. They have varying aptitudes for language acquisition and also in their use of their home language. Basic differences among languages are also a factor, as some languages use other alphabet/symbol systems and may be read from right to left instead of left to right. Number systems may also be different. Another salient point to be considered is that it takes (starting from point zero) from one to three years to acquire conversational English (Basic Interpersonal Communication Skills - BICS) but five to nine years to acquire academic English (Cognitive Academic Language Proficiency - CALP) (Haynes 1). All of the aforementioned issues will affect a student's ability to acquire English and also the time necessary for proficiency.

Students enter the ESL Program after being identified by the **Perrysburg EV Schools Home Language Survey Form (2260F F1)** and tested using the **IPT- IDEA Diagnostic** instrument. After entering, students are instructed in English language usage in the domains of reading, writing, listening and speaking. LEP students attend regular education classes with their peers and participate fully using materials modified in vocabulary and syntax. Concepts and vocabulary being introduced in the regular classroom are reinforced in ESL classes, and the teaching of English grammar is also taught in part while reviewing regular classroom work. Constant communication and collaboration with regular classroom teachers is essential in this regard, and these occur both in person at school and using the District's email system.

Student progress is assessed semi-annually by the ESL teacher and also annually by the State of Ohio's standardized LEP achievement test, the **Ohio English Language Proficiency Assessment (OELPA)**. Students must achieve a score of **Advanced (4)** on this test for two years or **Fully Proficient (5)** for one year in order to be released from the ESL Program.

In addition, it is hoped that the ESL Program will help students become more independent and learn new ways of thinking and expressing themselves while still maintaining their home languages. Periodically, LEP students are given information during ESL class about upcoming community and cultural activities and events that they and their families may enjoy, so that they might fully participate in and acclimate to their new community. Ideally, LEP students will become a part of the fabric of their schools and community, sharing their languages and cultures with their American peers and broadening all viewpoints.

Perrysburg Schools LEP/ESL Program Outline

- I) Student enrolls in Perrysburg School System at the Commodore Building
 - A) Student's family fills out a Home Language Survey (Form 2260F F1), and the home language is not English
 - B) The registration secretary alerts the counselor in the building the student will attend and also the ESL teacher via email
 - C) The school counselor reviews the new student's records to see:
 - 1) Has this student been in U.S. schools before, and if so, for how long?
 - a) This information is needed for EMIS coding
 - b) This information is needed for state achievement test accommodation eligibility
 - 2) Has this student been receiving ESL services in his or her former school district?
- II) Based on the results of the counselor's inquiry, the ESL teacher will administer the IPT-IDEA test, which is the district's standardized, norm-referenced diagnostic tool for English proficiency levels.
 - A) The IPT-IDEA test evaluates the student's English language proficiency in four domains, reading, writing, listening and speaking, for students in grades 2-12 and speaking only in grades K-1.
 - B) For students in grades K-1, supplemental materials (e.g. alphabet flashcards, etc.) may also be used.
 - C) The IPT-IDEA test results, along with the observations and recommendations of the ESL and classroom teachers (with input from the building counselor and administrator in certain circumstances) will determine a student's eligibility for ESL services.
- III) The student is determined to be eligible for ESL services.
 - A) A letter will be sent to the student's home (in the student's home language, if necessary) outlining the district's ESL program, exit procedure and consent form to be returned.
 - B) The student will begin receiving ESL services:
 - 1) On the elementary level, students will be pulled out of the regular classroom, either individually or in small groups, to participate in ESL classes on a regular weekly schedule.

- 2) On the junior high school level, students will be pulled out of a portion of language arts class, academic assist, or occasionally lunch individually or in small groups to participate in ESL classes on a regular weekly schedule.
- 3) On the high school level, students will come to ESL classes during their scheduled study hall periods on a regular weekly schedule

C) The regular classroom teacher will receive an informative packet about ESL students from the ESL teacher, including a chart that explains the current level of their ESL student.

IV) The student's progress will be assessed.

A) The state of Ohio's *Ohio English Language Proficiency Assessment (OELPA)* will be given annually to assess progress. Ideally, a student will progress one level (or almost one level) each year in each of the four domains tested: listening, reading, writing and speaking. The results of the OELPA test will be mailed to students' homes by the state of Ohio, and a copy will be placed in each student's school file. Results will also be recorded and evaluated by the ESL teacher.

B) The ESL teacher will write an annual report of each student's progress at the end of second semester which will be placed in the student's school file.

V) The student will fulfill the state of Ohio's LEP exit requirements and leave the program.

A) The student achieves and OELPA score of 4 (Advanced) or 5 (Fully Proficient)

B) If the student receives a 4, the student is then trial-mainstreamed for one year, and academic progress is monitored. If the student receives a 5, the student may be released from the ESL Program immediately.

C) The student achieves a second OELPA score of 4 or 5 and is eligible to leave the ESL program.

D) A letter is sent to the student's home (in the student's home language, if necessary) announcing that the student has fulfilled the state of Ohio's English proficiency requirements and will be released from the ESL program.

Perrysburg Schools LEP/ESL Program Special Notes

Each potential ESL student's background and situation are unique, and determining eligibility for services is sometimes difficult. However, in order to use the district's ESL services most effectively, certain guidelines should be followed.

Observations

- 1) It is possible for a U.S.-born student to be LEP if his or her parents have raised the student using only a home language other than English.
- 2) It is possible that a parent registering a student in Perrysburg schools may have very limited English skills, but the student may be fully proficient in English.
- 3) It is possible that a parent registering a student in Perrysburg schools speaks English perfectly, yet his student may be LEP. This sometimes happens when companies bring employees (who speak English) into the U.S. with their families (who do not speak English).
- 4) It is possible in the case of foreign adoptions for the LEP student to have American parents and an American name.
- 5) It is possible for a student's home language to be something other than English, yet for the student to be fully proficient in both languages and not require ESL.

English Language Learner (ELL) Community Outreach: Adapting to a New Community

My family has arrived in Perrysburg, Ohio – now what?

This sentiment is experienced by any family moving to a new community and school district because there will always be differences. For an ELL family, however, these differences may include many more factors: another language, cultural variations, new and different types of stores, and even driving habits. Things that are considered normal in one country are not necessarily normal or even acceptable in another country. An example would be driving habits; in South America for example, there are traffic laws, speed limits and signs, but they are rarely enforced, so everyone drives as fast as he or she can get the driver in front of them to move, honking his horn continuously for encouragement! Needless to say, these driving habits do not go over well here, and new arrivals must become accustomed to life in the American Midwest. The largest barrier is obviously language, and many families become confused and frustrated as they attempt to find housing, go grocery shopping, and enroll their children in our school systems.

While no school system can address life's problems in their entirety, the Perrysburg School District does have various systems in place to assist with these difficulties. When a new family comes into the Administrative Offices to register a child for school, the secretary there gives them the Home Language Form to fill out. If another language is spoken in the home or the student's first language is not English, the secretary alerts the district ESL teacher and the school counselor in the building the student will be attending that some assessment, either formal or informal, should be done. Every effort is made to make contact quickly.

If the student qualifies for ESL services, the ESL teacher contacts the family via phone or email, and sets up an informal meeting with the family (usually at the Way Public Library) to talk about the school system, the community, and its resources, and to answer any questions the family may have. Many families continue this dialog in the months following whenever they have questions or need suggestions.

Some students, particularly the students who are just beginning to learn English, become frustrated and depressed. In these situations, sometimes more support is needed than can be provided during school hours. Most of the time, this occurs with older students (junior high or high school), because they are trying to learn more sophisticated concepts without the language skills to accomplish this. The ESL teacher will meet with these students after school hours, usually in the public library, to talk about their concerns and practice using English. Weather permitting, the teacher and these students take walks around downtown Perrysburg, pointing out common objects and learning the vocabulary for them. Walking around seems to put students at ease, and it helps to familiarize them with the area.

Occasionally, a student remains emotionally distraught despite everyone's best efforts. An example of this occurred a few years ago, when a particularly recalcitrant kindergartener refused to learn English at all. His reasoning was that his parents would take him back to his native Germany if he wouldn't speak English. Fortunately, he loved dogs, so with the permission of his elementary principal. The ESL teacher brought her trained therapy dog to the

school and demonstrated the dog's few tricks. The student was very interested, and the ESL teacher pointed out that the dog was an English-speaking dog and would only do tricks for him if asked in English. This finally ended the stalemate, and the student began to learn English at last. While situations like this are not the norm, using a more creative approach is sometimes necessary.

Efforts are made throughout the school year to encourage ESL students' participation in school activities, help them find students to sit with at lunch, and if possible, introduce them to other students who share their native language. ESL students and their parents are encouraged to call or email the ESL teacher whenever they have concerns or don't understand something, including homework. Often, with just a little extra information and encouragement, the work can be completed and turned in the next day.

There are many support systems available both within Perrysburg School System and in the community to assist ESL students and their families in making a successful adjustment to life in the United States. With time, ESL families adjust well and become an interesting part of the fabric of their new community.

Additional Resources

To view the Perrysburg Schools Administrative Guidelines Limited English Proficiency Program (2260F), please visit the following link: <http://www.neola.com/perrysburg-oh/search/ag/ag2260F.htm>

To view the Perrysburg Schools Home Language Survey (2260F F1), please visit the following link: <http://www.neola.com/perrysburg-oh/search/forms/fm2260FF1.pdf>

For information about the Ohio English Language Proficiency Assessment (OELPA), please visit the following link: <http://education.ohio.gov/Topics/Testing/Ohio-English-Language-Proficiency-Assessment-OELPA>

For information about the Ohio Department Education (ODE) Guidelines for the Identification and Assessment of Limited English Proficient (LEP) Students/English Language Learners (ELL), please visit the following link: <http://education.ohio.gov/getattachment/Topics/Other-Resources/Limited-English-Proficiency/ELL-Guidelines/Guidelines-for-the-Identification-and-Assessment-o/Guidelines-for-the-Identification-and-Assessment-of-Limited-English-Proficient-Students-March-2012.pdf.aspx>

For information about the ODE Assessment Rules Book, please visit the following link, and **refer to the information starting on page 42** for information about students identified as ELLs: <http://education.ohio.gov/getattachment/Topics/Testing/Testing-Forms-Rules-and-Committees/Ohio%E2%80%99s-State-Tests-Rules-Book/FINAL-9-30-2016v.pdf.aspx>

For information about the ODE Survey of Ohio's Accommodations for English Language Learners on Statewide Assessments, please visit the following link to see a compilation of the results: <https://education.ohio.gov/getattachment/Topics/Testing/Ohio-Graduation-Test-OGT/ELL-Accommodations-Survey-Summary.pdf.aspx>

EMIS Coding for Limited English Proficient (LEP) Students

Students are coded into the EMIS system in October and June of each school year.

LEP Students should be coded as follows:

- N = No, the student is not Limited English Proficient
- Y = Yes, the student is of Limited English Proficiency and was enrolled in U.S. schools for the first time BEFORE the first day of the current school year
- L = LEP - The student is of Limited English Proficiency and was enrolled in U.S. schools for the first time ON or AFTER the first day of the current school year.
- M = LEP - Trial-mainstream. The student is of Limited English Proficient and is in his/her trial-mainstream period.

Reclassification Date Element

Refer to page 39 of the EMIS Guide

This element shows the date in which the student is considered “no longer LEP.” Report the year and month in which a student is reclassified from LEP. Because this is a new data element for FY2006, districts are required to report a reclassification date for students who were reclassified in the FY2005 and FY2004 school years. This is needed so that accurate calculations can be applied to LEP students.

Code “Y” refers to returning Perrysburg ESL students and ESL students transferring into the district that have attended U.S. schools before. This is the correct code even if the student has attended school in the U.S., then outside the U.S., and is now returning from a foreign country.

Code “L” refers to ESL students who are enrolling in U.S. schools for the very first time at the beginning of or during the current school year.

Ohio Department of Education
Test Accommodations for LEP Students

The Ohio Department of Education lists specific accommodations for all state testing for students who are classified as LEP in EMIS. These tests may include, but are not limited to, the AIR Tests of English Language Arts, Math, Science and Social Studies and the Ohio English Language Proficiency Test (OELPA).

Currently, no accommodation is made regarding the length of time a student has been in U.S. schools. Available accommodations for each test may be found on the Ohio State Testing Portal online.

LEP students who are on an Individual Education Plan (IEP) may have additional accommodations based on that plan.

For further information about testing accommodations, please visit the following link to the Ohio Department of Education: <http://education.ohio.gov/Topics/Testing/Special-Testing-Accommodations/Accommodations-on-State-Assessments>

Perrysburg Schools LEP/ESL Program Support Technology: iPad Apps

Perrysburg Schools do not currently have any special software programs designed to provide English instruction to ESL students; however, technology can assist students in several ways.

Several iPad tablets are available through the ESL Program and are used with students by the ESL teacher and Para. Many Apps that provide instruction in or practice of specific elements of English grammar and usage have been placed on these iPads, which are used to reinforce, not substitute for, basic language instruction. These include game-like apps for younger students and also instruction and practice appropriate for older students.

Additionally, students in grades 5-12 have a device to use as part of Perrysburg's 1:1 technology program. Computers can be a great supplementary tool in the classroom (Ybarra & Green, 2003, p.5). A great deal of time was invested in professional development for the teachers teaching these students. Now, learning for these students has become student-centered, with teachers providing content with primary source material, notes from the lectures they would have delivered in past years and discussion boards where students write responses to what they have read and seen, just as students are doing in college classes. This aligns with the concept of cognitive and social constructivism, as students begin to form links between new knowledge being presented and knowledge they already possess (Gonzalez et al., 2006, p. 304). A side benefit is that the teachers provide written transcripts of the lectures via the laptop, which is extremely helpful for ELLs who have trouble listening and writing fast enough in class to take notes.

There are several elements of this that are very helpful to secondary students. Most of them already live their lives via technology; they are used to it and they like it. Reading information from a computer or phone screen is more acceptable to most of them than reading from a book, and the devices are easy to carry around. The more they read, the more English vocabulary and structural examples they will be exposed to. Ybarra and Green mention that writing practice on a computer, especially using graphics, can make the process easier and more enjoyable for ELLs (2003, p. 3). Another advantage is that typing in English is so much faster and easier for students whose L1 uses a different alphabet, such as Korean or Arabic.

Students posting responses (best for secondary levels) have had practice reading information and then thinking about their response and writing it in English. Even beginning ELLs can write a few simply-constructed thoughts. It also gives them the opportunity to "communicate with others in collaborative projects using computer programs..." (Herrell & Jordan, 2012, p. 293).

Students that have these devices sometimes attempt to make use of the many translating programs on these devices, and these programs can assist students in these grade levels. However, the quality of online translating programs varies widely, so caution must be used when employing these programs.

References

Alternative Assessment Methods (NCLRC):

<http://www.nclrc.org/essentials/assessing/alternative.htm>

Gonzalez, V., Yawkey, T. & Minaya-Rowe, L. (2006). *English-as-a-Second-Language (ESL) Teaching and Learning: Pre-K-12 Classroom Applications for Students' Academic Achievement and Development*. Upper Saddle River, NJ: Pearson.

Herrell, A. & Jordan, M. (2012). *Fifty Strategies for Teaching English Language Learners*, 4/E, Upper Saddle River, NJ: Pearson.

Ybarra, R. & Green, T. (2003). Online article: *Using Technology to Help ESL/EFL Students Develop Language Skills*.

Ybarra, R. & Green, T. *Instructional Technology Tools in the Classroom:*

<http://www.mastersinesl.org/blog/instructional-technology-tools-in-the-esl-classroom/>

BrainPop ESL

Students entering Perrysburg Schools who are designated as English Language Learners are offered access to an online language program called BrainPop ESL in order to help them practice their English language skills at any time, whether at home or at school.

Each lesson begins with a short animated movie, which illustrates new grammar concepts and vocabulary. The lesson continues with different study tools to help learn and reinforce the concept, games for practice and even quizzes to check for mastery.

To access BrainPOP for your ESL student, simply login to the website: <https://esl.brainpop.com/> and follow the prompts listed on the next page.

Mrs. Kotalik

jkotalik@perrysburgschools.net

Username and Passwords are by school building, with the username listed first:

Fort Meigs: fortmeigsesl - esl13

Frank: frankelemesl - esl56

Toth: tothelemesl - esl16

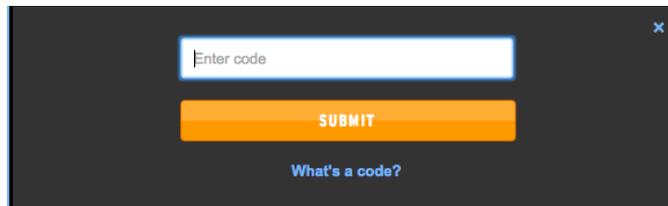
Woodland: woodlandelemesl – esl98

Junior High: perrysburgjuniorhigh – yellowjackets

Step 1:



Step 2:



Step 3:

Fill in the requested information on the next page and have fun!

MY BRAINPOP REGISTRATION

Create a My BrainPOP account to use with Frank Elementary School.

Already have a My BrainPOP account? [Log in](#)

First Name

Last Name

Email

Username

Password

Show password

I agree to the BrainPOP [Terms of Service](#) and [Privacy Policy](#).

I certify that my use of data and services in connection with this subscription is authorized, because I am an educator affiliated with the school, district, or board of education holding the subscription.

CREATE ACCOUNT

Assessment of ESL Students’ State, Diagnostic, Formative and Classroom Accommodations for Testing

Part 1: State Assessment of ELLs

The State of Ohio, in compliance with federal education laws, tests all English Language Learners (ELL) annually using a newly developed online test called the Ohio English Language Proficiency Assessment (OELPA). This test has four sections, each testing one for the four domains of language acquisition: listening, reading, writing, and speaking. Results are used to measure adequate yearly progress in English Language attainment as a formal mechanism to release from ELL coding in EMIS after a certain composite score is attained.

Part 2: On a district level, Perrysburg Schools employs the IPT-IDEA test to identify potential ELL students. This is the primary tool that determines whether a student entering the district will be coded at ELL in EMIS and will be eligible for ELL services and state testing accommodations. This test is very useful, but not completely reliable as a predictor of academic success for younger students. It is a less reliable predictor for students in grades K-1, because only the oral domain is available for these students. Another difficulty is the fact that these tests in reading, writing, listening, and speaking must occur when the student first enters the system and is not familiar with the teacher, the school building, or the geographic area, so his or her “affective filter” may color the rest results. However, one area of validity for the test is that the test administrator and evaluator has been trained to use the test and has manuals to help score it properly. With the test results, the ELL teacher can “analyze student responses and patterns...and transform them into meaningful educational applications” (Gonzalez, Yawley & Minaya-Rowe, 2006, p.277). In the future, a screening test will be available through the state as a component of the new OELPA test, but districts may still choose to use another screener.

Part 3: Assessment Within ESL Classroom

On the classroom level, the ELL teacher uses only formative and informal assessments with ELL students because ESL class is a supportive function in which no grades are given, and it would be inappropriate to use any of the short and valuable time taking summative ones. The teacher does keep track of how each student is learning and performing in notebooks, form notes jotted down in class. The teacher meets with students either individually or in small groups, so it is possible to observe these things. The teacher especially looks for trends and patterns so instruction can be focused where needed.

Part 4: Testing Accommodations in the Content Area Classroom for ESL Students

With students’ content area teachers, testing and assessment procedures vary widely. Some provide accommodations, such as word banks, or have the student take the test with the ESL teacher, so what a question is asking can be explained in terms the student understands. Our teachers would welcome more “specific training” on testing and evaluating ELL students (Gonzalez et al., 2006, p.287) during professional development time. Many classroom teachers already use the alternate assessments mentioned in the NCLRC Report (2003, 2004), such as checklists, and more importantly, detailed rubrics. It would be good practice to make a few

changes to the way ELLs are currently assessed in the classroom. First, the ESL teacher would ask that more teachers send a checklist of what students will be responsible for before the day the send the test for the ESL teacher to read with the student, so the ESL teacher can make sure the student knows the content; and secondly, in some cases, particularly with very young students, it would be effective to propose a “waiting time” for acclimation before it must be determined whether a student is coded into EMIS as ELL.

References

Alternative Assessment Methods (NCLRC):

<http://www.nclrc.org/essentials/assessing/alternative.htm>

Gonzalez, V., Yawkey, T. & Minaya-Rowe, L. (2006). *English-as-a-Second-Language (ESL) Teaching and Learning: Pre-K-12 Classroom Applications for Students' Academic Achievement and Development*. Upper Saddle River, NJ: Pearson.

Herrell, A. & Jordan, M. (2012). *Fifty Strategies for Teaching English Language Learners*, 4/E, Upper Saddle River, NJ: Pearson.

Ybarra, R. & Green, T. (2003). Online article: *Using Technology to Help ESL/EFL Students Develop Language Skills*.

Ybarra, R. & Green, T. *Instructional Technology Tools in the Classroom*:

<http://www.mastersinesl.org/blog/instructional-technology-tools-in-the-esl-classroom/>

LEP/ESL Welcome Letter to Parents

Date: _____

To the parents of: _____

Welcome to the Perrysburg School System! One of the many programs that Perrysburg Schools has in place to support students is the English as a Second Language (ESL) Program. Your student has been evaluated using the district's diagnostic test, the IPT-IDEA test, which is designed to show whether or not students whose first language is not English have already achieved English proficiency. Students who test as Proficient do not need any help using English as their primary language of education. However, your student did not reach the Proficient level, and he or she is eligible for ESL services. This program is designed to assist students whose first language is not English so that they will gain the English language skills they need to fully participate in school here. The purpose of our ESL program is to provide extra time with an English language teacher to ensure that these students become fully proficient in the four areas of English language acquisition: reading, writing, listening and speaking. The focus of your student's lessons will be determined by his or her individual strengths and weaknesses in these areas. These lessons will take place during regular school hours in small group sessions at your student's school, and are provided at no cost to you.

The ESL Program is a cooperative effort between the ESL teacher and regular classroom teachers. Family input is also welcome. The goal is to give your student the extra support he or she needs to meet age-appropriate academic achievement standards in classrooms where the language of instruction is English. After entering the program, students are instructed in English language usage in the four areas of language acquisition (listening, reading, speaking and writing). ESL students attend regular academic classes with their peers and participate fully using materials modified in vocabulary and syntax to make them easier to comprehend. Concepts and vocabulary being introduced in the regular classroom are reinforced in ESL classes, and the teaching of English grammar is also taught in part while reviewing regular classroom work. Each ESL student is unique, and his or her rate of progress in becoming proficient in English will reflect this. Some influential factors include the student's previous level of exposure to the English language, the level of disparity between English and the student's first language (for example, differing alphabets/ writing systems) and the student's aptitude and willingness to learn.

The state of Ohio requires every ESL student to take the Ohio English Language Proficiency Assessment (OELPA) once a year to help determine progress toward proficiency in English. This test has four sections: Listening, Reading, Speaking and Writing, and is given online at school over a month-long period during the second semester. A student is released from the ESL Program after he or she has achieved any combination of "Advanced (4)" scores and "Proficient (5)" scores on the four sections of this test, which come back from the state testing source near the end of the school year.

Another important goal of the ESL Program is to help your student acclimate to his or her new environment and culture, in addition to new language. It is our desire to help ESL students become more independent over time and to learn the critical thinking skills valued in American education and later in the workplace. Ideally, ESL students will become active participants in their schools and community, sharing their languages and cultures with their American peers and broadening all viewpoints. We hope you will consent to have your student become a part of this helpful program.

Sincerely,

Judith Kotalik, ESL Teacher
jkotalik@perrysburgschools.net

Please send your response to the school office, to the attention of the ESL Teacher.

Part 1: I GIVE MY CONSENT

I HEREBY GRANT MY CONSENT FOR _____
to participate in the English as a Second Language Program (ESL).

Signature of Parent/Legal Guardian Relationship to the student Date

Part 2: I REFUSE MY CONSENT

I DO NOT GIVE MY CONSENT for my child to participate in the English as a Second Language Program.

Signature of Parent/Legal Guardian Relationship to the student Date

LEP/ESL Closing/Exit Letter to Parents:

Date: _____

To the parents of: _____

Congratulations! [student name] has fulfilled the requirements for release from Perrysburg Schools English as a Second Language (ESL) Program, which means he or she will no longer have to attend ESL classes. Your student has achieved a score of “Fully Proficient” on the Ohio English Language Proficiency Assessment (OELPA), which means he or she has received a combination of “Advanced (4)” scores and “Proficient (5)” scores, or all “Proficient (5)” scores on the four sections of the test. This is a wonderful achievement, and we wish both you and [student name] great success in the future.

Sincerely,

Judith Kotalik, ESL Teacher
jkotalik@perrysburgschools.net

Additional Resources for Teachers

For more information about teaching English Language Learners (ELL), please visit the following link to the Ohio Department of Education: <http://education.ohio.gov/Topics/Other-Resources/Limited-English-Proficiency>

Explaining Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALPS)

For the article by Judie Haynes, please visit the following link:

http://www.everythingsl.net/inservices/bics_calp.php

Reform for English Language Learners

For the article by Patricia Dickenson, please visit the following link:

http://blogs.edweek.org/edweek/rick_hess_straight_up/2012/01/reform_for_english_language_learners.html

For further information, and a link to purchase the book *The Administrator's Guide to Federal Programs for English Learners* by Ellen Forte, Ph.D. and Molly Faulkner-Bond, please visit the following link: <http://edcount.com/index.php/about/products/47-book-the-administrators-guide-to-federal-programs-for-english-learners>

Perrysburg Exempted School Village
ESL Progress Report

ESL Specialist: Judy Kotalik	Date: 3/10/2016
Student: [enter text]	Grade: [enter text]
School: [select school]	School Year: [enter text]

Native Language: [enter text]

OTELA as of [enter text]

Writing	Reading	Listening	Speaking	Comprehension	Total
Score [enter text]					
Level [enter text]					

Recommendation: [enter text]

Although students meet in a small group, each student's work is planned to meet his or her specific needs. The following is a list of the language skills that have been worked on this year in the four domains of language acquisition: reading, writing, listening and speaking. A summary of the student's progress is recorded for each area.

Reading	
Skills	Comments
<ul style="list-style-type: none"> • Learning basic skills • Shows growth • Working on Comprehension • Is acquiring CALP** vocabulary 	[comments]
Writing	
<ul style="list-style-type: none"> • Attempts written work • Writes in complete sentences • Adding new grammar skills • Organized thought apparent 	[comments]
Listening	
<ul style="list-style-type: none"> • Listens and comprehends • Pays attention (listens actively) • Understands and follows directions 	[comments]
Speaking	
<ul style="list-style-type: none"> • Vocabulary is expanding • Can communicate on familiar topics (BICS*) • Communicates in entire thoughts • Pronunciation improvement • Asks questions 	[comments]

Comments:

*BICS: Basic Interpersonal Communication Skills (everyday communication)

**CALP: Cognitive Academic Language Proficiency (academic language)