

**English Learner Program Manual**  
**Tippecanoe Village Exempted School District**  
**2020 – 2021 School year**



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**District Vision**

Tipp City Schools, in partnership with the community, fosters a culture of learning that values tradition and innovation, empowering all students to be respectful and responsible citizens with integrity.

**EL Program Vision**

The purpose of the English Learner (EL) program is to provide experiences that promote individual and social well being and to provide equal educational access for students whose primary language is not English. It is an interdisciplinary program that helps students acquire essential skills for learning a new language and adjusting to a new culture. Recognizing that each student is unique, it is an aim of the program to be responsive to the initial and changing needs of the student and to maintain flexibility within the program.

**EL Program Goals**

The EL program emphasizes instructional assistance in the four skill areas of language development: listening, speaking, reading, and writing. As such, the ESL program enables non- or limited English speaking students to communicate in English at a level that will enable them to perform successfully in mainstream classes and to function successfully in the cultural mainstream.

## Definition of an EL

### US Department of Education definition

**English learner** – The term “English learner,” when used with respect to an individual, means an individual —

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)(i) who was not born in the United States or whose native language is a language other than English;

(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas;

and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —

(i) the ability to meet the challenging State academic standards;

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

(ESEA Section 8101(20))

## **The English Learner Program History and Overview**

The Tippecanoe Village Exempted School District's EL program began 16 years ago under the direction of Diana Bee. The district has seen numbers as high as 80 students and as low as 25. For the past 4 years, it has been a half time position and just moved back to a full time position in 2018.

Tippecanoe Village Exempted School District is currently serving 28 EL students. We are currently serving 10 languages, which include: Spanish, Vietnamese, Turkish, Marathi, Mandarin, Cantonese, Hindi, Urdu, Punjabi and Portuguese.

As determined by the initial screener, the proficiency level of the student dictates the type of service they receive under the EL program. A proficiency level of 1, receives immersion in the regular education classroom with direct instruction provided through Rosetta Stone and/or the EL teacher during English/Language Arts time. This student will also receive assignments translated into their primary language whenever possible using Google Translate or modified assignments. Whenever possible, an aide who speaks the primary language of the student has been an assistant. We currently have 2 substitutes in the district who speak Spanish and have assisted our level 1 students. As the student progresses in fluency, accommodations and modifications would be revised. As the student progresses to levels 2 and 3, they would remain in the English/Language Arts classroom and would receive additional assistance via the EL teacher. Small group assistance at the elementary level and study hall assistance at the middle and high school levels. Assignments would still be modified as needed based on the student's ability in each content area. A student at fluency levels 4-5, would be a part of the mainstream classroom but be provided with additional time on assignments when needed. The EL teacher will check in with that student's teachers to determine that student's success and to provide additional assistance to the teachers. If the student is struggling, they would be provided with additional assistance by the EL teacher in study hall at the middle and high school levels and small group at the elementary school level.

### Definition of Terms

LEP	Limited English Proficient – an older term
ESL	English as a Second Language
ELL	English Language Learner
EL	English Learner – current term used by the US Department of Education and the Ohio Department of Education
LUS	Language Usage Survey – used to determine if another language is spoken in the home
OELPS	Ohio English Language Proficiency Screener
OELPA	Ohio English Language Proficiency Assessment
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
ELP	English Language Proficiency
ESSA	Every Student Succeeds Act
CUM	Cumulative File

## Identification of English Learners

Ohio uses a two-part identification system. Click here for more information -

<http://education.ohio.gov/Topics/Other-Resources/English-Learners/Teaching-English-Language-Learners/Guidelines-for-Identifying-English-Learners>

### Part One – Language Usage Survey

The Language Usage Survey questions are embedded in the district enrollment form for all children. The first four questions are important -

<p><b>Communication Preferences</b> Indicate your language preference so we can provide an interpreter or translated documents at no cost when you need them. All parents have the right to information about their child's education in a language they understand.</p>	<p>1. In what language(s) would your family prefer to communicate with the school?</p>
<p><b>Language Background</b> Information about your child's language background helps us identify students who qualify for support to develop the language skills necessary for success in school. Testing may be necessary to determine if language supports are needed.</p>	<p>2. What language did your child learn first?</p> <p>3. What language does your child use the most at home?</p> <p>4. What languages are used in your home?</p>

The LUS form is available in English, Arabic, Chinese, Creole French, Japanese, Nepali, Russian, Somali, Spanish, Swahili, Turkish, Twi and Vietnamese. If needed in additional languages, we will reach out to Wright State University's language program and ask for assistance. If none can be found, we will hire a translator via a translation company.

The answer to Question 1 is used to provide families with information in the language they request. This information is recorded on Infosnap during the registration process.

The answers to Questions 2, 3 and 4 determine if a student should be considered for EL services. If a language other than English is given on these questions, the student is referred to the EL teacher.

## Part Two

The EL teacher/coordinator determines if the student should be screened by using the OELPS or by reviewing their school records if the student is transferring from other district.

### **Ohio English Language Proficiency Screener (OELPS)**

OELPS is an online assessment designed to identify students who are not yet proficient in English. It is aligned to the English Language Proficiency Standards and uses the same platform as the OELPA. It is administered individually by the EL Teacher during the school day. There are three steps to the assessment which assesses the four domains of listening, speaking, reading and writing. Part of the assessment is scored by the teacher and part is scored by the computer. These two scores are combined to give a score in each domain – listening, speaking, reading and writing, as well as an overall score.

### **Parent Notification Letter**

Parents are notified of the results of the OELPS, or of a review of the student's records. Samples of the parent letters are available on page 14-17 and 20 of this manual in the following languages – English, Spanish, and Punjabi. If needed, a translator contacts home to translate the document for the parent(s).

The letter will state if the student is identified as an English learner or if he or she didn't qualify.

Students who were English Learners in another Ohio district will continue to be classified as EL in this district. A letter of consent is sent home. See page 14-17.

The parents are notified within 30 days from the beginning of the school year, or within 14 days if a student enrolls during the school year.

### **EL Folder**

The EL teacher will create an EL folder for each new student. Copies of the LUS, the OELPS score report, copy of the parent notification letter or evidence from other states is placed in this folder. The folder is kept in the EL teacher's possession, and follows the student as they move to other schools in the district. Results of district tests, samples of work and formative assessments are added to the folder. The EL folder must be kept for 2 years after the student graduates.

## English Language Proficiency Levels

Describes what a student can do at the end of each level.

Level	Descriptor
1	Shows limited control of English when participating in grade level activities. Conveys simple information, using simply constructed phrases and sentences with a limited range of vocabulary.
2	Shows emerging control of English when participating in grade appropriate classroom activities. Conveys briefly sequenced and/or simply detailed information, using combinations of simple sentence structures and simple vocabulary
3	Shows developing control of English when participating in grade-appropriate classroom activities. Uses related paragraphs to convey related events, ideas, and/or opinions, using frequently occurring complex sentence structures and a developing vocabulary
4	Shows increasingly independent control of English when participating in grade-appropriate classroom activities. Conveys related events, ideas, and/or opinions, using multiple related paragraphs with increasingly complex descriptive sentence structures with a wider vocabulary
5	Shows independent control of English when participating in grade-appropriate classroom activities. Conveys a complex sequence of events, ideas, opinions. And/or steps in a process using a wide variety of sophisticated sentence structures and a wide vocabulary

Note: English does not always develop uniformly. It is not unusual for a student to be at different levels in different domains. For example, Student A may be at level 3 in speaking and listening, but may be at level 2 for reading and writing. Student B may be level 3 for speaking, level 4 for listening, level 3 for reading and level 2 for writing.

### Three Proficiency Levels

OELPA results are given as a level in each domain – listening, speaking, reading and writing. However overall results are expressed in three performance levels - emerging, progressing and proficient

Emerging – “Emerging” students received a combination of 1’s and 2’s on the domains.

Progressing – “Progressing” students received a combination of scores that do not fit into the “Emerging or Proficient” levels

Proficient – “Proficient” students received a combination of 4’s and 5’s on the four domains.

Students who score a proficient on the OELPA are exited from the EL program. The district continues to monitor them for the following two years. Over the 2 years, the EL teacher will check in with the student to see how they feel they are doing as well as checking on that student’s grades and emailing their teachers to gauge their success.

Parents are informed of OELPA results through the OELPA Parent Score Report that is mailed home after the school receives it in June. A copy of this report is placed in the student file that the EL teacher maintains as well as the student's CUM file located in the front office of the school they attend.

### **Re-entry of Exited English Learners**

If a former EL appears to struggle in the academic classroom, and language appears to be the reason, he or she may be re-screened for EL services. (Add your district's procedure for this)

### **Rescreening of Previously Screened Students**

If a student was screened and did not qualify for EL services, but later seems to struggle due to language difficulties, refer the student to the RtI or MTSS team. If the team determines that language is an issue, the student may be rescreened. (change if your district procedure is different)

### **EL Programs**

Tippecanoe Village Exempted School district offers the following programs for EL students:

- small group pull out
- push in, co-teaching
- consultant services
- Translated Materials:
  - Language Arts Novels in Spanish-Adventures of Huckleberry Finn, In Cold Blood, Lord of the Flies, Animal Farm, High School Biology textbook and workbook.

### **Placement Procedure**

ELs are placed in the grade that most closely aligns to their age.

Once the EL teacher has the OELPS scores, or OELPA scores from another district, or evidence of EL status from another state, a decision is made as to placement in a program.

### **English Language Proficiency Standards**

Ohio has ELP Standards for ELs. The standards were developed by the ELPA Consortium of which Ohio is a part. There are ten anchor standards from Kindergarten through Grade 12. Descriptors tell what students can do at the end of each of the proficiency levels in each standards. EL teachers use these standards to guide their work. It is recommended that content area and classroom teachers also familiarize themselves with the standards.

The ELP standards link to Ohio's Learning Standards and prepare EL's to reach Ohio's standards. The ELP standards are available in these grade bands K, 1, 2-3, 4-5, 6-8, 9-12.

The standards can be found at

<http://education.ohio.gov/Topics/Other-Resources/English-Learners/Teaching-English-Language-Learners/Ohio-English-Language-Proficiency-ELP-Standards>

### EL Plan

Tippecanoe Village Exempted School District has an EL plan, similar to an IEP for a student receiving Special Education Services. The EL Teacher completes the plan once a student has been identified. The plan is then shared with all teachers of that child. A sample plan can be found on page 21.

### EL Progress Reports to Parents

Parents will receive OELPA score reports through the mail once score reports are released by the state. A copy of these reports will also be kept in the student's CUM file and by the EL teacher.

### Instruction in the Mainstream/Content Area Classes

Classroom and content area teachers in Tippecanoe Village Exempted School District are expected to provide scaffolds, accommodations and modifications for ELs in their classes. Professional development is offered through email, in person, via staff meetings, and during department meetings. Here is a list of possible accommodations in instruction and assessments –

Visual aids – pictures, videos, manipulatives, sketches, real items
Speak slowly and clearly, avoiding idioms
Bilingual materials or a bilingual aide
Extended time
Modified assignments
Use of a dictionary or Google translate
Repeat or model directions
Frequent checks for understanding
Vocabulary lists, preteach vocabulary
Graphic organizers, concept maps
Limit key concepts, determine key standards
Provide outlines, highlighted notes
Peer or buddy teaching
Student writes in first language
Open book test or a word bank
Give wait time
Think Alouds, Modeling
Provide frequent opportunities for small group work

Further information can be found in the [English Learners Toolkit](#) -

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

To assist with newcomers, check out this resource-

<https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf>

### **Ohio English Language Proficiency Assessment (OELPA)**

The OELPA is a state-required assessment given annually to all students identified as English Learners.

The assessment window for the 2018 – 2019 school year is February 4 until March 29, 2019. OELPA is an online assessment, based on the English Language Proficiency Standards, which assesses the four domains of listening, speaking, reading and writing. It is administered by the EL teacher. The domains of listening, reading and writing may be administered in a group setting. Speaking is administered individually. ELs do not receive any accommodations on the OELPA as it is assessment of their English skills. No dictionaries may be used. The assessment is not timed.

OELPA allows for domain exemptions. If ELs cannot participate in a domain because of a disability, the student can be exempted from up to three of the domains. For example, a deaf student can be exempted from the listening test. Exemptions must be documented on the student's IEP or 504 plan.

See the Ohio Rules Book for more details.

<http://education.ohio.gov/Topics/Testing/Testing-Forms-Rules-and-Committees/Ohio%e2%80%99s-State-Tests-Rules-Book>

The results of OELPA are generally received by districts in May. Letters are sent to parents in June with results of the assessment.

### **State Assessments**

English Learners take all state assessments required of their English-speaking peers.

Tests include: ACT, End of Course Exams, 3rd Grade Reading Guarantee, Kindergarten Readiness Assessment

ELs may use a word-to-word dictionary and have extended time on state tests.

### **District Assessments**

English Learners take all state assessments required of their English-speaking peers.

Tests include: Content course exams at the middle and high school level, iReady diagnostics at the elementary and middle school level.

ELs may use a word-to-word dictionary and have extended time on state tests.

## **Grade Retention**

Tippecanoe Exempted Village School District does not retain a student in a grade due to language challenges. If retention is being discussed for an EL, the EL teacher must be on the team making the decision.

## **ELs with a Disability**

Being a language learner is not a disability. Tippecanoe Exempted Village School District strives to correctly identify ELs for Special Education services. The EL teacher is involved in the process of identification. Once identified, the student is entitled to receive both EL and Special Education services. The EL teacher and Intervention Specialist will work together to design language support.

The Ohio Department of Education offers guidance on identifying ELs with disabilities. These documents must be used when an EL is being considered for Special Education.

<http://education.ohio.gov/Topics/Other-Resources/English-Learners/Teaching-English-Language-Learners/Guidelines-for-Referral-and-identification-of-1>

## **ELs in Other Programs**

English learners are entitled to an equal opportunity to participate in all programs including pre-kindergarten, gifted, career and technical, sports, AP, IB, clubs and honor societies. The Tippecanoe Village Exempted School District will ensure that parents are aware of these opportunities by sending information in a language understandable to the parents.

## **Parent Communication**

Tippecanoe Village Exempted School District has a Parent Communication Plan. Parents are asked for their preferred language on the enrollment form. The district provides translations or uses interpreters when feasible. The following forms and letters are translated in the following languages:

- Initial Assessment Form: English
- Parent Notification Form: English
- Denial of Services Form: English, Spanish
- Winter Holiday Party Invitation: English, Spanish

The district uses the following methods for translations and interpreters - Google Translate, Talking Points App and Translators for formal meetings and phone calls, and translation of documents.

## **Family and Community Engagement**

Tippecanoe Village Exempted School District has a plan for Family and Community Engagement. The EL teacher:

- Reaches out to Tipp Community Services for supplies based on student need.

- Attends parent/teacher conferences and IEPs for EL students at the request of the teacher and/or parent.
- Formerly, activities such as a Winter Potluck, International Food Fest and Spring Picnic have been held. Due to the current circumstances at this time though, they will not be held this school year.

### **Annual EL Program Evaluation**

The EL Coordinator and staff meet annually after the release of the OELPA scores to review the program, analyze OELPA scores and Ohio State Test scores. Goals are set for the next school year. Decisions are made for the use of Title III funds to support areas of need to improve the program.

**District Forms**

**Tipp City Schools 2019-20 ESL Program Services Plan**

**For the English Language Learner (ELL) with Limited English Proficiency (LEP)**

Student Name:

ID#

School:	Grade:
Date of Birth:	Identification Method:
Date Identified as LEP:	Testing Accommodations Allowed:

All identified LEP students are required to take the annual ELPA21 which measures the English language skills of **Reading, Listening, Writing, and Speaking**. In addition, performance results for comprehension and production are shown as a **Composite** score.

ELPA21 Date	Reading Level	Listening Level	Writing Level	Speaking Level	Composite Level and Descriptor

Explanation of Proficiency Levels:

**Proficiency Not Demonstrated**- Students receive a status of Proficiency Not Demonstrated when testing is stopped due to the student not participating. State policy determines whether or not a non-participant is eligible for English language development services.

**Emerging**-Students are Emerging when they have not yet reached a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA21 by scoring a Level 1 or Level 2 in listening, reading, writing, and speaking. These students are eligible for English language development services.

**Progressing**-Students are Progressing when, with support, they are approaching a level of English language skill necessary to produce, interpret, and collaborate on grade-level academic tasks in English. This is indicated on the ELPA21 Screener by scoring at least one domain score above Level 2 and at least one domain score below Level 4. These students are eligible for English language development services.

**Proficient**-Students are Proficient when they demonstrate a level of English language skills necessary to independently produce interpret, collaborate on, and succeed in grade-level academic tasks in English. This is indicated on the ELPA21 Screener by earning Levels 4 or higher in all domains. Proficient students are not identified as English Learners and do

not receive English language development services.

You are invited to visit the school and meet with the staff to learn more about the ESL program.

Please contact your school/district if you would like to learn more about our services for English language learners or if you have questions about your child's progress in learning English or making academic progress: Tipp City Schools, Crystal Luce ELL Teacher.

Phone Number: 937-667-8448 ext. 2721

Email: [cluce@tippcity.k12.oh.us](mailto:cluce@tippcity.k12.oh.us)

Together, we can help your child be successful in school.

Sincerely:

---

Crystal Luce, ELL Teacher

---

Date

---

### Parent/Guardian Permission

If you would like your child to receive ELL Program services as explained in this documentation, please sign below and return to your child's school.

---

Name of Student

---

Parent/Guardian Signature

---

Date

Parents have the right to decline participation in the ELL program. If you do not want your child to participate in this program, please call your child's school to schedule a meeting to go sign the appropriate state required refusal form.

Thank you.

**Tipp City Schools - English Language Learner Program**  
**Parent Notification Letter**

Student Name \_\_\_\_\_ Date \_\_\_\_\_  
School \_\_\_\_\_ Grade \_\_\_\_\_

Dear Parents/Guardians:

Our district is required to assess the English language proficiency of all students whose home or native language is not English. Your child's English communication skills have been initially assessed using the Language Assessment Scales and classroom observations. The assessment measures are based on the Ohio English Language Proficiency Standards:

Based on the results of the English language proficiency assessment, an English as a Second Language (ELL) class is being offered to help your child improve his/her English and make academic progress.

ELL is an educational approach in which English language learners are placed in regular academic classrooms where they will receive appropriate modifications and services from an ESL professional. The ELL professional focuses on teaching social communication, vocabulary and formal grammar. Oral communication, reading and writing skills are emphasized. The ELL teacher will collaborate with mainstream teachers on lesson plans and provide materials and resources to aide the progress of English language learners.

The ESL program is designed to help your child attain English language proficiency as quickly as possible so that he or she can participate effectively in classrooms in which English is the language of instruction. The following criteria will be used to indicate that a student has attained the required level of English proficiency to be exited from the district's ESL program:

1. A student in Grades 3-12 has earned a composite score of five on the annual Ohio English Language Proficiency Assessment (OELPA)

OR

2. A student in Grades 2-12 has earned a composite score of four on the OELPA, and the student successfully completes a one-year, trial mainstream period in classrooms where English is the language of instruction; and, after the trial mainstream period, the student either attains an overall score of five on the OELPA (a second time), or a minimum score of four on the OELPA plus a score at or above the proficient level in the most recent administration of Ohio's state assessments in reading and writing.

*Note:*

*Limited English proficiency is not a learning disability. However, some students may have a learning disability in addition to being limited English proficient. If your child is diagnosed as having a learning disability, he or she will be provided instruction consistent with an Individualized Education Plan (IEP) developed in collaboration with yourself, teachers and other specialists.*

You are invited to visit the school and meet with the staff to learn more about the ELL program. Please contact your school/district if you would like to learn more about our services for English language learners or if you have questions about your child's progress in learning English or making academic progress: Tipp City Schools, Crystal Luce ELL Teacher at 937-667-8444.

Together, we can help your child be successful in school.

Sincerely;

\_\_\_\_\_  
Crystal Luce, ELL Teacher

\_\_\_\_\_  
Date

**Please complete and return the form below to your child's school.  
Thank you.**

---

**Tipp City Schools - English Language Learner Program**

**Parent Notification Response**

**Parent/Guardian Permission**

If you would like your child to receive ELL Program services as explained in this documentation, please sign below and return to your child's school.

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Parents have the right to decline participation in the ELL program. If you do not want your child to participate in this program, please call your child's school to schedule a meeting to sign the appropriate state required refusal form.

Thank you.

**ELL Refusal Letter**  
**Tippecanoe Village Exempted Schools**  
**English Learning Program**

Date:

Dear Parent or Guardian of \_\_\_\_\_

You have chosen to refuse English Language services for your child for the current school year. The staff of the English Language program has explained the benefits of the program.

Your child will continue to be identified as an English learner and will take the OELPA assessment. We will offer the program to you each year until your child is proficient on the OELPA.

I do not wish my child to receive English language services.

I understand that my child will continue to be identified as an English learner and will take the OELPA.

---

Signature

Date

Phone number

**ELL Carta de rechazo de  
Tippecanoe Village Escuelas exentas  
Programa de aprendizaje de inglés**

Fecha:

Estimado padre o tutor de \_\_\_\_\_

Usted ha elegido rechazar los servicios de idioma inglés para su hijo durante el año escolar actual. El personal del programa de idioma inglés ha explicado los beneficios del programa.

Su hijo continuará siendo identificado como aprendiz de inglés y tomará la evaluación OELPA. Le ofreceremos el programa cada año hasta que su hijo sea competente en el OELPA.

No deseo que mi hijo reciba servicios de idioma inglés.

Entiendo que mi hijo continuará siendo identificado como aprendiz de inglés y tomará el OELPA.

---

Firma

Fecha

Número de teléfono

**Tippecanoe \_\_\_\_\_ School**  
**English Learner Plan 2020 - 2021**

Student: \_\_\_\_\_

Language: \_\_\_\_\_

Grade: \_\_\_\_\_

Use of translator needed when contacting parent(s): \_\_\_\_\_

Years in US Schools: \_\_\_\_\_

Student's Level of English Proficiency as of \_\_\_\_\_ Composite \_\_\_\_\_

\*\*Proficiency is a level of 5

Listening:

Reading:

Speaking:

Writing:

ELL Service provided \_\_\_\_\_

Student Needs:

**Classroom Modifications Checklist**

Shorter or alternative assignments	Use visuals aids, manipulatives, hand-on learning
Extended time	Allow peer or buddy teaching
Bilingual dictionary, Translation	Allow use of first language
Provide easier versions of text	Allow student to write in first language
Repeat or model directions	Give open book tests, or word banks
Check for understanding	Speak slowly and simply to student
Provide vocabulary lists	Allow for wait time
Modify word study	Highlight key concepts, vocabulary
Use graphic organizers, study notes, outlines	Use Think Alouds, model activity, give samples, summarize
Limit key concepts	Other:

Accommodations for Assessments – Extended time, read aloud and use of a dictionary

Grading – See ELL Teacher if student cannot earn a D or above on own and/or refuses to work.

**Notes:**

**PR02- INVITACIÓN DE LOS PADRES**

Tipp City Exempted Village Schools

El nombre del niño: \_\_\_\_\_ Número de identificación: \_\_\_\_\_ Fecha de nacimiento: \_\_\_\_\_

A: \_\_\_\_\_

Fecha: \_\_\_\_\_

Desde: \_\_\_\_\_

Número de aviso por escrito: \_\_\_\_\_

**Los invito a asistir a una reunión para discutir las necesidades educativas de:**

El nombre del niño: \_\_\_\_\_

Fecha de nacimiento: \_\_\_\_\_

**PROPÓSITO DE LA REUNIÓN** (Marque todo lo que corresponda):

- Para determinar si un niño tiene una sospecha de discapacidad
- Desarrollar un plan de evaluación.
- Para determinar la elegibilidad para los servicios como un niño con una discapacidad
- Desarrollar, revisar y / o revisar el IEP del estudiante.
- Determinar necesidades de reevaluación.
- Para discutir la transición de la primera infancia a la escuela.  
programas
- Para discutir la transición de la escuela a programas / actividades secundarias
- Para discutir asuntos disciplinarios.
- A su solicitud para discutir:

- Otro:

**ESTA CONFERENCIA SERÁ PROGRAMADA COMO A:** (marque todas las que correspondan)

- Reunión cara a cara
- Video conferencia
- Conferencia telefónica / conferencia telefónica

FECHA: \_\_\_\_\_

HORA: \_\_\_\_\_

UBICACIÓN: \_\_\_\_\_

**OTRAS PERSONAS QUE HAN SIDO INVITADAS A ASISTIR A ESTA REUNIÓN INCLUYEN:**

- Profesor de educación general
- Especialista en intervención
- Patóloga del habla y lenguaje
- Estudiante
- Psicólogo de la escuela
- Representante de Distrito
- Otro:

Le invitamos a traer a la reunión cualquier información, incluidos los resultados de exámenes formales o informales, muestras de trabajo, etc. Tú puede traer a alguien que tenga conocimiento o experiencia especial con respecto a su hijo o alguien que lo ayude en la reunión.

Si desea programar la conferencia en una hora, fecha o ubicación diferente, o programar un tipo de reunión diferente, o si necesita un intérprete, por favor contacte a:

CONTACTO: \_\_\_\_\_

A: \_\_\_\_\_

**RESPUESTA A LA INVITACION DE LOS PADRES  
COMPLETE Y REGRESE A LA ESCUELA DE NIÑOS**

El nombre del niño: \_\_\_\_\_

Fecha de nacimiento: \_\_\_\_\_

- Asistiré / participaré
- NO asistiré / participaré

- Otro / Otros me acompañarán (opcional):

Me gustaría que la ubicación de esta reunión se cambie a: \_\_\_\_\_

Me gustaría cambiar el tipo de reunión a: \_\_\_\_\_

Me gustaría que esta reunión fuera programada para la siguiente fecha y hora sugeridas: \_\_\_\_\_

- Se solicita un intérprete bilingüe o de señas.

Idioma deseado / modo de comunicación: \_\_\_\_\_

FIRMA DEL PADRE / TUTOR: \_\_\_\_\_ FECHA: \_\_\_\_\_

Date

Dear Family of \_\_\_\_\_,

The state of Ohio has begun offering a Seal of Biliteracy to graduating seniors. This seal would be officially stamped on a student's transcript and available to future high education institutions as well as future employers. To be eligible for this, a student would have to have:

- A score of 3 on both English I and II End of Course Exams.
- OR**
- A score of Proficient on the OELPA exam offered to English Language Learners.
- AND**
- A score of Proficient on an exam in a language other than English.

I believe that your student may possibly qualify for this and would like to reach out to ask whether or not you would like for your student to be tested. The fluency test for a language other than English can be set up, but the cost varies per language. Most languages cost \$60. If you would like more information or had any questions about the Seal of Biliteracy, please contact me at [cluce@tippecity.k12.oh.us](mailto:cluce@tippecity.k12.oh.us) or call 937-667-8448 extension 2721. You can also find more information from the Ohio Department of Education at <http://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/Ohio-Seal-of-Biliteracy>.

Sincerely,

Crystal Luce  
English Language Learner Teacher  
Tippecanoe Village Exempted School District

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Student Name: \_\_\_\_\_

Please check mark one of the following options below return to Tippecanoe High School

- \_\_\_\_\_ Please set up testing for my student in the following language: \_\_\_\_\_
- \_\_\_\_\_ We are not interested in pursuing the Seal of Biliteracy.
- \_\_\_\_\_ We would like some more information about the Seal of Biliteracy.

## **District EL Staff**

Crystal Luce

- EL Teacher
- Certifications: TESOL K-12, Reading K-12, English 7-12

Steve Verhoff

- Assistant Superintendent
- Certifications: 6-12 Integrated Social Studies, 6-12 Principal, Superintendent