

Multilingual Multicultural Education Office
3145 West 46th Street
Cleveland, Ohio 44102
(216) 404-5159
(216) 404-5114

Date: _____

Dear Parents/Guardians of: _____

Our district is required to assess the English language proficiency of all students whose native language is other than English. Your child's English communication skills have been assessed because your child's home language is not English. We have used the **Idea Proficiency Tests (IPT)** to evaluate your child's English language level in Listening, Speaking, Reading and Writing. The following reflects your child's scores and levels in English proficiency:

IPT Tests Grades K-1					
<i>English IPT</i>	<i>Scores</i>	<i>Level</i>	<i>Spanish IPT (if applicable)</i>	<i>Scores</i>	<i>Level</i>
Oral			Oral		
Reading			Reading		
Writing			Writing		
IPT Grades 2-12					
<i>English IPT</i>	<i>Scores</i>	<i>Level</i>	<i>Spanish IPT (if applicable)</i>	<i>Scores</i>	<i>Level</i>
Oral			Reading		
Reading			Writing		
Writing					

LAU Composite Code: _____ **English Proficiency Level:** _____

Based on the results of the English language proficiency assessment as indicated above, the following program or combination of programs is being offered to help your child learn English and make academic progress:

- _____ English as a Second Language (ESL) (All Bilingual Schools)
- _____ Sheltered English Program (Clark, Marion C. Seltzer, Lincoln West, and Max S. Hayes Schools)
- _____ Bilingual Education (K-8)
- _____ Bilingual Tutorial Support
- _____ Bilingual Tutorial Support (Non-Bilingual Schools)
- _____ Dual Language Program (Buhrer School)
- _____ Newcomer Program (PK-12/International Newcomers Academy@Thomas Jefferson)
- _____ Student referred to Special Education Department and/or Office of relative services coding and for placement.
- _____ Science, Technology, Engineering and Mathematics (STEM) programs

Descriptions of Programs for Limited English Proficient (LEP) Students

- **English as a Second Language (50 minutes daily ESL as part of the ELA literacy block)**
An educational method used to intensify English language acquisition developing listening and speaking skills using specialized techniques, materials, and resources. Instruction is focused on teaching formal English grammar and on promoting natural communication activities and vocabulary development. Reading and writing interactive activities are integrated and practiced aligned with grade level standards.
- **Sheltered English or Content-based ESL** (Clark, Marion C. Seltzer, Lincoln West, and Max S. Hayes Schools) An instructional approach used to make academic information and concepts understandable to LEP students. Students are grouped for instruction. The teacher adapts that language of instruction to the English level of the students, and makes frequent use of visual aids, concrete experiences, and manipulative materials. In this approach, students have the opportunity to develop the oral and written language skills they need to make academic progress in content areas such as mathematics, social studies and science.
- **Bilingual and ESL Education – K-8 (Joseph M. Gallagher, Luis Muñoz Marín, Scranton, Walton)**
An instructional approach used to ensure comprehension by using student’s native language and English across content subjects. Students are grouped and assigned to classes based on grade, native language, and level of English proficiency based on composite codes. Students are held to the same grade level standards as their academic grade level peers. In this approach, students are provided opportunities to keep up with grade level expectations as ESL skills are developed.
- **Bilingual Tutorial Support – K-12**
Individual or small-group tutorial sessions are provided during and after school. Under the guidance of the classroom teacher, support is provided by bilingual paraprofessionals, who use the student’s native language to reinforce key information and concepts about academic content that the student does not understand in English.
- **Bilingual Tutorial Support (Non-Bilingual Schools K-12)**
Individual or small-group tutorial sessions are provided during and after school, for eligible students in schools most commonly when there are very few LEP students enrolled. The tutoring sessions may focus on promoting basic English communication skills or reinforce academic content instruction.
- **Dual Language Program (Buhrer School)**
A bilingual education enrichment model that uses both English and Spanish for the purpose of instruction. Students are grouped with English speaking peers with the purpose of achieving bilingualism and bi-literacy, grade level academic achievement, and positive cross-cultural attitudes and behaviors amongst all student participants.
- **Newcomers Program ((PK-12/International Newcomers Academy@Thomas Jefferson))**
Intensive instructional services provided for students with the following academic needs: limited formal instruction, or no previous instruction, or intermediate level students with skill levels two or more grades below, and/or students that need support in adapting to a new school culture. Students are self-contained y grouped with peers at their levels and receive instruction in ESL and core content. Services are offered by semesters or for one school year.
- **Special Education Services**
If your child is diagnosed as having a disability, he or she will be provided instruction in either a self-contained unit or in-class support (Inclusion), with bilingual support, according to their Individualized Education Plan (IEP).
- **Science, Technology, Engineering and Mathematics (STEM) programs** are designed to engage students in a rigorous STEM curriculum and provide authentic learning that connects science, technology, engineering and math. Program goals are to prepare future generation for success in colleges and encourage them to pursuit advanced global STEM careers.

I accept _____

I DO NOT accept _____ (decline of program services)

REASON:

Assessment Specialist: _____ MMED Staff Signature: _____

Parent/Guardian Signature: _____ Date: _____

The Multilingual Multicultural Education Office Staff has explained procedures and other available program services, at the regular school assignment. Parent is willing to accept responsibility.

"The primary goal of the Cleveland Metropolitan School District is to become a premier school district in the United State of America"