**[Insert School Corporation Letterhead]**

**Annual Parent Notification**

| **Last Name** |  | **First Name** |  |
| --- | --- | --- | --- |
| **School** |  | **Grade** |  |

**[Insert Date]**

Dear Parent/Legal Guardian:

We are sending this letter to inform you of your child’s identification as an English learner (EL) and of his/her placement into an English language development program for the **[insert year]** school year. We are following federal law as required of all school corporations:

(1) To identify English learner students;

(2) To assess students’ progress in learning English; and

(3) To provide students with services to increase their English proficiency and academic achievement

To identify students as English learners, we use the Home Language Survey (HLS) and administer a placement test (WIDA Screener) if a non-English language is indicated. After identification as an EL based on the placement test results, ELs are assessed annually with the WIDA ACCESS assessment. Both the placement tests and WIDA ACCESS measures students’ English abilities in listening, speaking, reading, and writing and provides an overall proficiency level between 1.0 – 6.0. These results help determine the educational services needed. Your child’s **overall** English language proficiency score on his/her most recent placement test or WIDA ACCESS was:

| **Level 1.0-1.9**  **Entering** | **Level 2.0-2.9**  **Emerging** | **Level 3.0-3.9**  **Developing** | **Level 4.0-4.9**  **Expanding** |
| --- | --- | --- | --- |
|  |  |  |  |

Your child will participate in a program to help him/her attain English proficiency in listening, speaking, reading and writing, succeed in academics, and meet graduation requirements.

As a parent, you have the right to:

(1) Remove your child from the English language development program; and

(2) Decline your child’s participation in the program indicated or choose another offered program or method of instruction

In order to exit the English language development program, your child must obtain an overall composite score of 5.0 on the WIDA ACCESS assessment. After exiting from the program, your child’s academic progress will continue to be monitored for two years. While the rate of attaining English language proficiency varies greatly from student to student, research has shown that it typically takes 3-7 years to attain English proficiency and exit from English language development services. The high school graduation rate for students receiving English Learner services is \_\_\_\_ %. **[Insert your local graduation rate for ELs here]**.

The following table identifies the method(s) of instruction that will be used with your child: **[Put “x” in placement for this child; Delete programs that you do not use/offer]**

| **Name** | **Description** | **Placement** |
| --- | --- | --- |
| **English Second Language (ESL)** | The goal is to develop fluency in English. Instruction is provided in English, with some native language supports. Program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing). |  |
| **Content Based English Language Development (ELD)** | The goal is to develop fluency in English. This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction with some native language supports. |  |
| **Sheltered/Structured Immersion** | The goal is proficiency in English while focusing on learning content knowledge and skills in an all-English setting. Instruction is provided in English only and is adapted to a student’s proficiency in English to make the language and content comprehensible. Instruction is supported by visual aids and support (as available) in the student’s native language. |  |
| **Newcomer Program** | Newcomer programs offer specialized services and classes designed to meet the academic and transitional needs of newly arrived immigrants, including acclimation to U.S. schools and the development of foundational skills in English. Newcomer programs are short-term, typically lasting no longer than one year, and prepare students to enter more traditional ELD programs and mainstream instruction. |  |
| **Dual Language Immersion** | The goal is to develop bilingualism and biliteracy. Bilingual program beginning in Kindergarten or 1st grade, where the goal is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually composed of half primary-English speakers and half primary speakers of the other language. |  |
| **Transitional Bilingual Education** | The goal is to develop English proficiency skills as soon as possible, without delaying learning of academic core content. Instruction begins in the student’s native language but rapidly moves to English. Students are typically transitioned into mainstream classrooms with their English-speaking peers as soon as possible. |  |
| **Heritage Language Class** | The goal is to develop native language proficiency to support English proficiency. Program that develops a student’s native language skills and literacy (i.e. Heritage Spanish for Spanish speakers; Heritage German for German speakers). Research has shown that the stronger a student’s native language literacy skills are, the stronger English literacy skills will become.  NOTE: A Heritage Language program model must be implemented in conjunction with other program models that directly address English proficiency, and cannot be the sole ELD service model for a student. |  |
| **Other** | **[Insert description, including content, instructional goals, and the use of English in instruction]** |  |
| **Not Applicable** | Written confirmation has been received from the parent indicating the parent wishes to deny English language development instruction for their child |  |

*\*Descriptors taken from the USED OELA Toolkit:* [*https://ncela.ed.gov/files/english\_learner\_toolkit/2-OELA\_2017\_language\_assist\_508C.pdf*](https://ncela.ed.gov/files/english_learner_toolkit/2-OELA_2017_language_assist_508C.pdf)

If your child has been identified with a disability in which they also require an Individual Education Plan (IEP), the English language development program will be used in coordination with your child’s existing IEP.

If you decide to not have your child participate in the English language development program, he/she will still be required to complete the WIDA ACCESS under federal law. If you have any questions about the placement of your child for this school year, please contact **[Insert Name, Title]** at **[Insert Phone Number].**

Sincerely,

**[Insert Director’s Name, Title]**