Parent Notification of Student Eligibility

for English to Speakers of Other Languages (ESOL) Language Program

and Supplemental Language Instruction Services

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

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Homeroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Parents/Guardians:

The purpose of this letter is to notify you that your child has been identified as an English Learner (EL) based on the following test of English Language Proficiency (ELP):

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| --- | --- |
| * Kindergarten screener | Your child’s ELP level: \_\_\_\_\_ |
| * WIDA Screener® (Grades 1 – 12) | Your child’s ELP level: \_\_\_\_\_ |
| * ACCESS for ELLs 2.0® | Your child’s ELP level: \_\_\_\_\_ |
| * Alternate ACCESS for ELLs® | Your child’s ELP level: \_\_\_\_\_ |

Your child is in our school’s ESOL language program because his/her level of English proficiency was less than \_\_\_\_\_\_ on this test. See the left side of the chart below.

* Your child is also receiving supplemental language instruction services to develop English language skills and support academic success. See the **right side** of the chart below.
* Your child is not receiving supplemental language instruction services.

|  |  |
| --- | --- |
| **ESOL Language Program** | **Supplemental Language Instruction Services** |
| Your child is being taught English as used in school through one of the following ESOL delivery models\*:   * Pull-out * Push-in * Resource center/Lab * Scheduled ESOL class period * Scheduled ESOL class period in a Newcomer Program * Sheltered Content * Sheltered Content in a Newcomer Program * Dual Language Immersion * Innovative: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   *\*Please see ESOL Delivey Model description at the end of this notification.* | **NOTE TO LEAs**:  *Remove this highlighted section and list your district’s Title I or Title III-funded supplemental language program/activities here. (Do not repeat the basic, State-mandated ESOL program offerings on the left.)*  *You must indicate: the methods of instruction used in the federally-funded program offered to the student as well as the 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, and how the program(s) selected for their student will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.* |

Our language instruction program and services are effective in increasing the English and academic skills of students. If your child is in high school, the expected English Learner graduation rate is \_\_\_\_%.

To review the status of your child’s academic achievement, please log in to the school’s online parent portal: [NOTE TO LEAs: *Insert your school’s parent portal name and link here. If there is no parent portal, delete this sentence and describe how the parent can access the child’s academic progress.]*

The school will exit your child from this ESOL language program and supplement language service when he/she reaches the district’s established level of English proficiency.

Please note that if your child has a disability, special education staff together with language support staff have determined the language services as specified in the Individualized Education Program (IEP).

You have the right to refuse the ESOL language program (See the left side of the chart on the previous page) and/or the supplemental language instruction services (See the right side of the chart on the previous page). Please contact the person listed below if you would like to decline participation for your child, if you would like to talk about the different language instruction services offered, or if you would like to learn about our parent meetings. Thank you.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School’s Description of your child’s ESOL Delivery Model: [NOTE TO LEAs: *Please keep the description(s) applicable to the child and delete the others*.]

* Pull-Out: EL students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher.
* Push-in: EL students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from an ESOL teacher.
* Resource center/Lab: EL students receive language assistance in a group setting supplemented by multimedia materials.
* Scheduled ESOL class: In a class composed only of ELs, EL students receive instruction in foundational social and instructional English as well as in the academic languages of content.
* Scheduled ESOL class in a Newcomer Program: EL students are participating in a Newcomer Program for recently arrived immigrants, in a class composed only of ELs. EL students receive instruction in foundational social and instructional English as well as in the academic languages of content.
* Sheltered Content: EL students at the middle and high school levels receive language assistance and content instruction in a class composed only of EL students.
* Sheltered Content in a Newcomer Program: EL students are participating in a Newcomer Program for recently arrived immigrants. EL students at the middle and high school levels receive language assistance and content instruction in a class composed only of EL students.
* Dual Language Immersion: EL students receive language assistance through immersion in a dual language setting. The class includes EL students and non-EL students.
* Innovative: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_