

**Parent Notification of Student Placement  
English Language Development Program**

**Child's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

**School:** \_\_\_\_\_ **School District:** Tahoma School District \_\_\_\_\_

**Enrollment Status:**  **New to the program**  **Continuing in the program**

Dear Parent or Guardian,

I am pleased to inform you that your child will receive support through an English language development program for the 2020-2021 school year. Your child's score on the state-approved English language proficiency assessment places him/her at an instructional level \_\_\_\_\_. Your child is \_\_\_ approaching grade level academic standards, \_\_\_ meeting grade level academic standards, or \_\_\_ exceeding grade level academic standards.

The purpose of the program is to provide language instruction for students developing proficiency in speaking, listening, reading, and writing in English. The program will also assist your child to meet age appropriate academic achievement standards for grade promotion and graduation.

Students remain eligible for the English language development program until they demonstrate proficiency on the state-approved English language assessment. Most students successfully exit the program within 4.3 years. When exited from the program, your child's performance will continue to be monitored to determine if additional academic support is needed. The expected 4-year graduation rate is 62.5% and the extended year graduation rate is expected to be 62.5% among high school students who participate in this program.

If your child has a disability, the English language development program will coordinate with appropriate staff to meet the objectives of your child's Individualized Education or 504 Plan.

I strongly encourage your child's participation in the English language development program and invite you to learn more about the benefits of the program. However, you have the right to remove your child from the language instruction program at any time. You may also have the right to choose a different language development program if one's available at your child's school.

**Your child is enrolled in the following English language development program(s):**

<input type="checkbox"/> Dual Language Program	<input checked="" type="checkbox"/> Content-Based or Sheltered Instruction
<input type="checkbox"/> Developmental Bilingual Education (late exit)	<input type="checkbox"/> Supportive Mainstream
<input type="checkbox"/> Transitional Bilingual Education (early exit)	<input type="checkbox"/> Newcomer Program

**The language(s) used to provide instruction in this program is (are)** English\_\_\_\_\_.



**The school district has the following language development program(s).**

\_\_\_\_\_ **Dual Language Program:** These programs provide literacy and academic instruction in two languages in classrooms with balanced numbers of English learners and native speakers of English. The goals are for students to become bilingual and biliterate in both languages of instruction, attaining high academic achievement in both languages, and sociocultural competence.

\_\_\_\_\_ **Developmental Bilingual Education (Late-Exit):** Typically, Late-Exit programs begin in kindergarten or first grade with 90% of instruction occurring in the native language and 10% in English. Instruction in English incrementally increases, while instruction using the native language gradually decreases until there is an equal balance of instruction occurring in both languages.

\_\_\_\_\_ **Transitional Bilingual Education (Early-Exit):** Early-Exit models generally begin by providing 90% of instruction in the native language and 10% in English, increasing English instruction systematically until all instruction is provided in English. Early-Exit models differ from Late-Exit models in that students move to English-only instruction more quickly, with students generally moving into general education English-only classes within four years.

\_\_\_X\_\_\_ **Sheltered Instruction or Content-Based Instruction:** Sheltered Instruction and Content-Based Instruction are approaches for teaching English language learners (ELLs) using specific strategies to make academic subjects comprehensible and accessible while promoting the students' English language development.

\_\_\_\_\_ **Supportive Mainstream:** Consistent, focused, and effective language development instruction is provided through ELL pull-out/push in instruction or through small group work with the classroom teacher. **Language instruction is delivered in English by teachers who have been specifically trained in the field of second language acquisition and strategies.**

\_\_\_\_\_ **Newcomer Program:** Newcomer programs help students to acquire beginning English language skills along with core academic skills and knowledge and to acculturate to the U.S. school system.

Please contact us or visit our school to discuss your child's progress in English language development and academic achievement. Contact INSERT NAME at INSERT PHONE NUMBER if you wish to set up an appointment. Interpreter services are available.

Sincerely,

*INSERT NAME*

