***SAMPLE TEMPLATES FOR PARENT NOTIFICATION OF ENGLISH LEARNER STATUS***

***INTRODUCTION***

***(For LEAs/Schools Only)***

LEAs must have a formal procedure in place to ensure appropriate notice to parents of English learner (EL) students regarding their child’s screening results, the EL services provided by the LEA/school, and the expected results of participation in a language instruction program. Within 30 days of stage five enrollment at the start of the school year, or within two weeks of placement if not identified at the beginning of school, LEAs must notify parents of ELs that their child was identified as needing EL services. This must be done in an understandable and uniform format, and to the extent practicable, it is strongly recommended to translate the parent notification letter into a language that parents can understand. LEAs should develop a procedure for tracking the issuance of parent notification letters and for documenting parental consent for services.

The parent notification letter must contain, at a minimum, the following elements:

1. The reasons for their child’s identification as an EL and for placement in a language assistance program;
2. The child’s level of English proficiency and how it was assessed, and the status of the child’s academic achievement;
3. The methods of instruction used in the program in which their child is, or will be, participating and 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;
4. How such programs will help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
5. How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
6. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
7. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
8. The rights of parent(s):

* To remove their child from such programs upon their request;
* To decline to enroll in the program or choose another program, if available; and
* To be assisted in selecting from among various programs and methods of instruction, if more than one program or method is offered.

Refer to the OSSE English learners page for more information and resources on serving English learners in the District of Columbia: <https://osse.dc.gov/page/english-learners-els>.

The pages that follow provide three sample templates for parent notification of English learner status: 1) pre-kindergarten, 2) kindergarten and 3) grades 1-12. Each section is numbered to match the required elements described above. ***Bold italicized*** sections in the sample letters below indicate where your LEA must insert its own text.

***[PRE-KINDERGARTEN SAMPLE]*** PARENT NOTIFICATION LETTER OF ENGLISH LEARNER STATUS

***[Use your LEA letterhead]***

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Last Name First Name Middle Initial Student ID

Dear parent(s)/guardian(s),

1. We are writing inform you that, based on the results of the Pre-IPT Oral screener of English language proficiency in listening and speaking, your child:

\_\_\_\_ is eligible to receive English language services through our English learner program.

\_\_\_\_ is not currently eligible to receive English language services through our English learner program. Because your child was only tested in Listening and Speaking, your child will be re-screened in spring of kindergarten or the beginning of grade 1 on all four language domains of listening, speaking, reading and writing.

Students identified as English learners are eligible for language services based on responses to the home language survey and the results of a screener of English language proficiency. Eligible students have a legal right to English language services through their district/school’s English learner program. Additional English language instruction is designed to increase a student’s English language proficiency and ability to acquire grade-level academic content. We highly recommend that children who are eligible participate in and receive the benefits from our English learner program.

2. Your child scored a level ***[enter score]*** on the Pre-IPT Oral test, aninitial identification screener of English language proficiency, a test that helps us determine whether students need additional services to learn English. Our English learner program will increase eligible students’ English language proficiency and ability to succeed in grade-level academic content.

A Pre-IPT score lower than “Fluent” qualifies a child for English language services in the English learner program.

If your child scored “Fluent” or higher, they will be re-screened in spring of kindergarten or the beginning of grade 1 on all four language domains of listening, speaking, reading and writing and you will be notified of the results.

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| **THIS SECTION APPLIES ONLY FOR THOSE STUDENTS WHO HAVE BEEN IDENTIFIED AS ENGLISH LEARNERS.**  3. A description of the English language services provided for eligible students through our English learner program is as follows:  ***[Insert available EL programs and services here]***    4. Our English learner program will help your child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.  ***[Insert a description of your LEA’s English learner program with the following elements:***   * ***How the program will advance the students’ English language proficiency and meet age appropriate content standards for grade promotion and graduation;*** * ***Methods of instruction available in other programs; and*** * ***An explanation of how the programs differ in content, instructional goals, and use of English instruction.]***   5. Participation in our English learner program will meet the educational strengths and needs of your child.  ***[Insert an explanation of how the program will meet the educational strengths and needs of the student.]***  6. The overall goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. DC public and public charter schools use the ACCESS for ELLs 2.0 test annually to determine the English language proficiency level of students who are eligible the school’s English learner program. Students who score 5.0 or higher exit the English learner program and are monitored for four years for academic achievement. The amount of time it takes to transition out of an English learner program varies from student to student and depends on the child’s initial English proficiency, but averages about five years.  7. For students with an Individualized Education Program (IEP):  ***[Insert a description of how the student’s program placement will advance the objectives of his/her IEP. (20 U.S.C. Section 6312[e][3][A][vii])]***  8. We highly recommend that your child participate in and receive the benefits from our English learner program; however, you have the right to waive your child’s participation in the program or particular program services. Even if services are waived, your child will still have EL status and take the annual summative English proficiency assessment.  Please telephone the school at ***[Insert telephone number]*** or contact ***[Insert your LEA’s English learner point of contact name]*** to schedule a parent conference to discuss your child’s options for program placement and/or if you wish to waive your child’s participation in the program or particular services within the program. |

This information will be **not** be used to determine immigration status or reported to Immigration and Customs Enforcement (ICE).

Please select one regarding your child’s participation in our English learner program:

\_\_\_\_ **Yes**, I want my child to participate in the English learner program for the \_\_\_\_\_\_\_\_\_school year. I understand that my child will be tested annually with the English language proficiency assessment to measure progress in learning and attainment of English.

\_\_\_\_ **No**, I do not want my child to participate in the English learner program for the\_\_\_\_\_\_\_\_\_ school year. I understand that my child will be tested annually with the English language proficiency assessment to measure progress in learning and attainment of English even if I have waived his/her participation in the program. My child will remain an English learner until he/she meets the state exit criteria.

**For more information about the programs of instruction or assistance in selecting a program contact:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name Title Phone Number

**Sign your name below:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent Name Date

**Return this letter to:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Name Title Date

***[KINDERGARTEN SAMPLE]*** PARENT NOTIFICATION LETTER OF ENGLISH LEARNER STATUS

***[Use your LEA letterhead]***

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Last Name First Name Middle Initial Student ID

Dear parent(s)/guardian(s),

1. We are writing inform you that, based on K-WAPT screening in English language proficiency, your child:

\_\_\_\_ is eligible to receive English language services through our English learner program.

\_\_\_\_ is not currently eligible to receive English language services through our English learner program. Because your child was only tested in Listening and Speaking, your child will be re-screened in spring of kindergarten or the beginning of grade 1 on all four language domains of listening, speaking, reading and writing.

\_\_\_\_ is not eligible to receive English language services through our English learner program, and will not need to be rescreened because they already took the test in all four domains of listening, speaking, reading and writing.

Students identified as English learners are eligible for language services based on responses to the home language survey and the results of a screener of English language proficiency. Eligible students have a legal right to English language services through their district/school’s English learner program. Additional English language instruction is designed to increase a student’s English language proficiency and ability to acquire grade-level academic content. We highly recommend that children who are eligible participate in and receive the benefits from our English learner program.

2. Your child took the K-WAPTinitial identification screener of English language proficiency, a test that helps us determine whether students need additional services to learn English. Our English learner program will increase eligible students’ English language proficiency and ability to succeed in grade-level academic content.

The Listening and Speaking sections are administered in the beginning of kindergarten. A K-WAPT score of less than 29 in Listening and Speaking qualifies a child for English language services in the English learner program.

If a child scores 29 or higher in Listening and Speaking at the beginning of kindergarten, they will be re-screened in the spring of kindergarten or the beginning of grade 1 in all four domains of Listening, Speaking, Reading and Writing.

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| --- | --- | --- |
| K-WAPT | Considered Proficient  (does not qualify for English learner program) | Your Child’s Score  (or NA if Reading and Writing were not administered) |
| Listening and Speaking | 29 |  |
| Reading  (administered in spring of Kindergarten only) | 11 |  |
| Writing  (administered in spring of Kindergarten only) | 12 |  |

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| **THIS SECTION APPLIES ONLY FOR THOSE STUDENTS WHO HAVE BEEN IDENTIFIED AS ENGLISH LEARNERS.**  3. A description of the English language services provided for eligible students through our English learner program is as follows:  ***[Insert available EL programs and services here]***    4. Our English learner program will help your child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.  ***[Insert a description of your LEA’s English learner program with the following elements:***   * ***How the program will advance the students’ English language proficiency and meet age appropriate content standards for grade promotion and graduation;*** * ***Methods of instruction available in other programs; and*** * ***An explanation of how the programs differ in content, instructional goals, and use of English instruction.]***   5. Participation in our English learner program will meet the educational strengths and needs of your child.  ***[Insert an explanation of how the program will meet the educational strengths and needs of the student.]***  6. The overall goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. DC public and public charter schools use the ACCESS for ELLs 2.0 test annually to determine the English language proficiency level of students who are eligible the school’s English learner program. Students who score 5.0 or higher exit the English learner program and are monitored for four years for academic achievement. The amount of time it takes to transition out of an English learner program varies from student to student and depends on the child’s initial English proficiency, but averages about five years.  7. For students with an Individualized Education Program (IEP):  ***[Insert a description of how the student’s program placement will advance the objectives of his/her IEP. (20 U.S.C. Section 6312[e][3][A][vii])]***  8. We highly recommend that your child participate in and receive the benefits from our English learner program; however, you have the right to waive your child’s participation in the program or particular program services. Even if services are waived, your child will still have EL status and take the annual summative English proficiency assessment.  Please telephone the school at ***[Insert telephone number]*** or contact ***[Insert your LEA’s English learner point of contact name]*** to schedule a parent conference to discuss your child’s options for program placement and/or if you wish to waive your child’s participation in the program or particular services within the program. |

This information will be **not** be used to determine immigration status or reported to Immigration and Customs Enforcement (ICE).

Please select one regarding your child’s participation in our English learner program:

\_\_\_\_ **Yes**, I want my child to participate in the English learner program for the \_\_\_\_\_\_\_\_\_school year. I understand that my child will be tested annually with the English language proficiency assessment to measure progress in learning and attainment of English.

\_\_\_\_ **No**, I do not want my child to participate in the English learner program for the\_\_\_\_\_\_\_\_\_ school year. I understand that my child will be tested annually with the English language proficiency assessment to measure progress in learning and attainment of English even if I have waived his/her participation in the program. My child will remain an English learner until he/she meets the state exit criteria.

**For more information about the programs of instruction or assistance in selecting a program contact:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name Title Phone Number

**Sign your name below:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent Name Date

**Return this letter to:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Name Title Date

***[GRADES 1-12 SAMPLE]*** PARENT NOTIFICATION LETTER OF ENGLISH LEARNER STATUS

***[Use your LEA letterhead]***

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Last Name First Name Middle Initial Student ID

Dear parent(s)/guardian(s),

1. We are writing inform you that based on English language proficiency screening, your child:

\_\_\_\_ is eligible to receive English language services through our English learner program.

\_\_\_\_is not eligible to receive English language services through our English learner program.

Students identified as English learners are eligible for language services based on responses to the home language survey and the results of a screener of English language proficiency. Eligible students have a legal right to English language services through their district/school’s English learner program. Additional English language instruction is designed to increase a student’s English language proficiency and ability to acquire grade-level academic content. We highly recommend that children who are eligible participate in and receive the benefits from our English learner program.

2. Your child scored ***[enter score]*** on the WIDA screener of English language proficiency, a test that helps us determine whether students need additional services to learn English The WIDA screener score indicates a child’s current proficiency level of speaking, listening, reading and writing in English. Children who score lower than 5.0 are identified as English learners, who are eligible for English language services in the English learner program.

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| Your Child’s Score | Levels of English Language Proficiency |
| **[enter score in the relevant row]** | 1 (Entering)   * Knows and uses minimal social language and minimal academic language with visual and graphic support |
|  | 2 (Emerging)   * Knows and uses some social English and general academic language with visual and graphic support |
|  | 3 (Developing)   * Knows and uses social English and some specific academic language with visual and graphic support |
|  | 4 (Expanding)   * Knows and uses social English and some technical academic language |
|  | 5 (Bridging)   * Knows and uses social and academic language working with grade level material |
|  | 6 (Reaching)   * Knows and uses social and academic language at the highest level measured by this test |

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| **THIS SECTION APPLIES ONLY FOR THOSE STUDENTS WHO HAVE BEEN IDENTIFIED AS ENGLISH LEARNERS.**  3. A description of the English language services provided through our English learner program is as follows:  ***[Insert available EL programs and services here]***  4. Our English learner program will help your child to learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.  ***[Insert a description of your LEA’s English learner program with the following elements, if the child is identified as EL:***   * ***How the program will advance the students English language proficiency and meet age appropriate content standards for grade promotion and graduation;*** * ***Methods of instruction available in other programs; and*** * ***An explanation of how the programs differ in content, instructional goals, and use of English instruction.]***   5. Participation in our English learner program will meet the educational strengths and needs of your child.  ***[Insert an explanation of how the program will meet the educational strengths and needs of the student.]***  6. The overall goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. DC public and public charter schools use the ACCESS for ELLs 2.0 test annually to determine the English language proficiency level of students who are eligible the school’s English learner program. Students who score 5.0 or higher exit the English learner program and are monitored for four years for academic achievement. The amount of time it takes to transition out of an English learner program varies from student to student and depends on the child’s initial English proficiency, but averages about five years. For high school students, the expected rate of graduation from high school in DC is the same as for other students.  7. For students with an Individualized Education Program (IEP):  ***[Insert a description of how the student’s program placement will advance the objectives of his/her IEP. (20 U.S.C. Section 6312[e][3][A][vii])]***  8. We highly recommend that your child participate in and receive the benefits from our English learner program; however, you have the right to waive your child’s participation in the program or particular program services. Even if services are waived, your child will still have EL status and take the annual summative English proficiency assessment.  Please telephone the school at ***[Insert telephone number]*** or contact ***[Insert your LEA’s English learner point of contact name]*** to schedule a parent conference to discuss your child’s options for program placement and/or if you wish to waive your child’s participation in the program or particular services within the program. |

This information will be **not** be used to determine immigration status or reported to Immigration and Customs Enforcement (ICE).

Please select one regarding your child’s participation in our English learner program:

\_\_\_\_ **Yes**, I want my child to participate in the English learner program for the \_\_\_\_\_\_\_\_\_school year. I understand that my child will be tested annually with the English language proficiency assessment to measure progress in learning and attainment of English.

\_\_\_\_ **No**, I do not want my child to participate in the English learner program for the\_\_\_\_\_\_\_\_\_ school year. I understand that my child will be tested annually with the English language proficiency assessment to measure progress in learning and attainment of English even if I have waived his/her participation in the program. My child will remain an English learner until he/she meets the state exit criteria.

**For more information about the programs of instruction or assistance in selecting a program contact:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name Title Phone Number

**Sign your name below:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent Name Date

**Return this letter to:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name Title Date