

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

Child's Name: _____ **Date:** _____

School: _____ **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 additional support through an English language development program for the INSERT YEAR school year.

The district identified your child as being limited English proficient through test results. Your child's proficiency in English measured at Level I: ____, Level II: ____, Level III: ____ on the Washington Language Proficiency Placement Test (WLPT-II).

The purpose of the program is to provide additional support for students not yet proficient in speaking, listening, reading and writing in English. The program will 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 score a Level IV on the Washington Language Proficiency Test (WLPT-II). Most students successfully exit the program within INSERT NUMBER years. When exited from the program, your child's performance will continue to be monitored to determine if future assistance is needed. In our district, INSERT NUMBER% of students graduated on time in the INSERT YEAR school year.

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.

Please 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.

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

- Dual Language Program Sheltered Instruction
 Developmental Bilingual Education (late exit) Newcomer Program
 Transitional Bilingual Education (early exit)

The school district has the following English language development program(s):

Dual Language Program: Dual language programs provide integrated language and academic instruction for native English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding (Christian, 1994).

Developmental Bilingual Education (Late-Exit): Developmental bilingual education (DBE), also referred to as late-exit bilingual education (Ramirez, 1992), educates English language learners using both English and their first language for academic instruction. DBE programs aim to promote high levels of academic achievement in all curricular areas and full academic language proficiency in the students' first and second languages.

Transitional Bilingual Education (Early-Exit): Transitional bilingual education (TBE) – also known as early-exit bilingual education (Ramirez, 1992) provides academic instruction in English language learners' primary language as they learn English.

Sheltered Instruction (Content-Based ESL): Sheltered Instruction is an approach for teaching content to English language learners (ELLs) in strategic ways that make academic subject matter concepts comprehensible while promoting the students' English language development. (Echevarria, J., Vogt M.-E., & Short, D., 2000)

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.

Sincerely,

INSERT NAME