

Draft
Sample Parent Notification Letter
(print on school letterhead)

To the parent(s)/guardian(s) of: _____ Date: _____

School: _____ State Testing ID#: _____

DOB: _____ Grade: _____ Primary Language: _____

Limited English Proficiency (LEP) Identification

Upon enrollment, a language other than English was noted on your child's Home Language Survey. As required under Title III, Part A, of the *No Child Left Behind Act of 2001*, the school division must assess the English language proficiency of your child.

English Language Proficiency Assessment Results

Your child has been administered the following English language proficiency assessment:

Based on his/her score of _____, he/she has been identified at the following English language proficiency level:

- | | | |
|--------------|---------------|---------------|
| 1- Entering | 2 – Beginning | 3- Developing |
| 4- Expanding | 5 – Bridging | 6 - Reaching |

Listed below is a brief description of each English language proficiency level.

1 - Entering:

- pictorial or graphic representation of the language of the content areas
- words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

2 – Beginning:

- general language related to the content areas
- phrases or short sentences
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support

3 – Developing

- general and some specific language of the content areas
- expanded sentences in oral interaction or written paragraphs
- oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support

4 – Expanding

- specific and some technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

5 – Bridging

- specialized or technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports
- oral or written language approaching comparability to that of proficient English peers when presented with grade level material

6 – Reaching

- specialized or technical language reflective of the content areas at grade level
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level
- oral or written communication in English comparable to proficient English peers

Program Description and Goals for LEP Students

The goal of the program for English language learners is to provide instruction so that students can become fully proficient in English and meet the same challenging state academic content and student achievement standards as all other children are expected to meet.

Insert a description of your school division's program to develop English language proficiency to include: how the program will specifically help the child learn English and meet age appropriate academic achievement standards for grade promotion and graduation.

Also include information about:

- ***methods of instruction available in other program;***
- ***how such programs differ in content, instructional goals, and use of English instruction; and***
- ***how each of these programs will meet the educational strengths and needs of the child.***

Exit Requirements

Beginning with the 2008-2009 school year, school divisions in Virginia will use the composite score of the ACCESS for ELLs[®] to determine the English language proficiency for LEP students. LEP students will be considered proficient when they attain a score of 4.8 or higher on Tier C of the ACCESS for ELLs[®]. The four domains of listening, speaking, reading, and writing are incorporated into the state's definition of "proficient" in English through the English language proficiency standards of performance definitions for each of the proficiency levels in each of the domains.

[Consolidated State Application Accountability Workbook, September 15, 2008, Submission]

Expected Rate of Graduation

Insert your school division's expected rate of graduation

LEP Students with Disabilities

If your child is a student with a disability which requires an Individualized Education Plan (IEP) or a 504 Plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

Parental Rights

Parents and guardians have the right to: 1) decline to enroll their child in the ESL program, 2) remove him/her from the ESL program, and 3) choose other program options for their child. [Sec. 3302(a)(8)]

» The division may choose to include a signature line for parents to agree to have their child receive services or to request that their child be removed from the program «