

**Family Notification of Continuing Student Placement  
in an English Language Development Program  
based on the Alternate ACCESS Assessment**

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

Dear Parent or Guardian,

Your child continues to be eligible for English Language Development services for the INSERT YEAR school year. Your child will receive services until they reach proficiency on the state-approved English language proficiency assessment. Your child's English proficiency was measured on the WIDA Alternate ACCESS Assessment, and your child scored at this level:

☐ A1, Initiating  
☐ A2, Exploring  
☐ A3, Engaging

☐ P1, Entering  
☐ P2, Emerging  
☐ P3, Developing

The purpose of the English Language Development program is to provide language instruction for students in speaking, listening, reading, and writing in English. The program will also help your child meet academic standards and requirements for promotion and graduation. The English language development program will coordinate with appropriate staff to meet the objectives of your child's Individualized Education or 504 Plan.

While annual assessment of English language proficiency is required, students who took the Alternate ACCESS in one school year are not required to continue taking the same test in subsequent years. If an IEP team determines that the Alternate ACCESS is not the best tool to measure language proficiency for a student with significant cognitive disabilities, the student should instead take the WIDA ACCESS with accommodations in the future.

Students remain eligible for the English language development program until they reach proficiency on the WIDA ACCESS or WIDA Alternate ACCESS. Most students successfully exit the program within INSERT NUMBER (median length of time in program) years. After exiting the program, your child's performance will continue to be monitored to provide additional academic support, if needed.

For students who participate in this program in our district, the expected 4-year graduation rate is INSERT 4-YEAR GRADUATION RATE% and the extended graduation rate is INSERT ADJUSTED 5-YEAR GRADUATION RATE%.

We encourage you to be active participants in your child's education. You have the right to:

- request regular meetings to discuss your child's language development and academic progress.
- request a different program, if available.
- waive services in this program. (Your child will still be required to take the annual WIDA assessment. Please contact your school or district for additional information regarding the waiver of these services.)



The following English language development programs are available in our schools. Your child is enrolled in:  
*(Districts should remove all programs that are not offered in their district.)*

\_\_\_ **Dual Language Program (Two-way or One-way):** Dual language programs provide instruction in English and another language for at least 50% or more of the instructional time. Programs begin in kindergarten and continue through middle or high school to fully develop bilingual and biliterate proficiency.

\_\_\_ **Transitional Bilingual Education (Late-Exit):** Late-Exit transitional programs use the student's primary language as a foundation to support English language development, typically with 90% of initial instruction in the primary language, increasing English instruction systematically until all instruction is provided in English sometime in middle school.

\_\_\_ **Transitional Bilingual Education (Early-Exit):** Early-Exit transitional programs use the student's primary language as a foundation to support English language development, typically with 90% of initial instruction in the primary language, increasing English instruction systematically until all instruction is provided in English within four years.

\_\_\_ **Content-Based (Sheltered) Instruction:** Content-Based Instruction (CBI) or "sheltered" instruction is used in classes of mostly multilingual English learners. Explicit English Language Development (ELD) and grade-level academic content is delivered by specially trained teachers.

\_\_\_ **Supportive Mainstream:** Students in the Supportive Mainstream model access grade-level academic content and English Language Development through participation in their mainstream classrooms with support provided either individually or in small groups by specially trained educators.

\_\_\_ **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.

\_\_\_ **Other Special Program:** Other special programs (Open Doors, alternative schools, online/virtual school, etc.) provide English language development and access to grade-level content through individualized programming, based on the student's needs.

The language(s) used to provide instruction in this program is (are) INSERT PROGRAM LANGUAGE(S).

For additional information about your child's English Language Development program, services, or progress, please contact INSERT NAME at INSERT PHONE NUMBER. (Interpreter services are available.) We look forward to working with you and your child this year!

Sincerely,

INSERT NAME

