

Dracut Public Schools
School Year 2019-2020
Initial/Annual Parental Notification of
English Language Education (ELE) Program Placement

Dear Parent(s)/Guardian(s):

In order to identify students who are English learners, school districts are required to assess the English language proficiency of all students whose home language is other than English. Such students must be tested in English reading, writing, speaking and listening. Your child has been tested in these areas. This letter explains whether your child is eligible for an English Language Education (ELE) program. If your child is eligible for such a program, this letter also describes your child's proposed program placement. If your child has additional education needs that require special education services, the ELE program and services must meet the objectives of the Individualized Education Program (IEP).

SECTION I - ELE Program Placement

The following are the results of this English language assessment(s):

Student Information			
First Name _____		Middle Name _____	
Last Name _____			
Current School Name _____		Grade _____	
Start Date in ELE Program _____			
Assessment Tool	Domain	Results	Date of Assessment
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
Continuing English Learner Students and/or Transfer Students		Results	Date of Assessment
Speaking (ACCESS for ELLs test)			day / month / year
Listening (ACCESS for ELLs test)			day / month / year
Reading (ACCESS for ELLs test):			day / month / year
Writing (ACCESS for ELLs test)			day / month / year
English Language Proficiency Level based on language assessment data:			
<input type="checkbox"/> L1 - Entering		<input type="checkbox"/> L4 - Expanding	
<input type="checkbox"/> L2 - Beginning		<input type="checkbox"/> L5 - Bridging	
<input type="checkbox"/> L3 - Developing		<input type="checkbox"/> L6 - Reaching	
ELE Program Types:			
<p>Sheltered English Immersion (SEI) Program – a program that incorporates strategies to make content area instruction more understandable to English learners and to promote English language development. This type of instruction is based on students' language proficiency levels. Content area instruction integrates sheltering strategies to make content comprehensive and develop content area academic language. The student receives sheltered content instruction in mathematics, English language arts (ELA), social studies, and/or science.</p>			
<p>Dual Language Education (DLE) or Two-Way Immersion Program – a program that develops students' language skills in two languages (English and another language). This program includes native English speaking students and students who are native speakers of another language.</p>			

Transitional Bilingual Program – a program where content instruction is initially provided in the native language of the student and English. As the student develops English language proficiency, instruction is increasingly provided in English.

Other Bilingual Program – other bilingual instructional program for English learners (not Two-Way Immersion or Transitional Bilingual Education).

English as a Second Language (ESL) classes: direct English language instruction focused on developing speaking, listening, reading, and writing skills in English. ESL instruction is a required component of all ELE programs above.

Enrolled in an ELE Program: The school district proposes to place your child in the indicated program. All programs will also have an English as a Second Language component.

ELE Programs in the District	Proposed Student Placement	
<input type="checkbox"/>	<input type="checkbox"/>	Sheltered English Immersion (SEI)
<input type="checkbox"/>	<input type="checkbox"/>	Dual Language Education (DLE) or Two-Way Immersion (TWI)
<input type="checkbox"/>	<input type="checkbox"/>	Transitional Bilingual Education (TBE)
<input type="checkbox"/>	<input type="checkbox"/>	Other Bilingual Education

Alternate ELE Program – If you believe that your child should be placed in a different ELE program than the one proposed, you have the right to request placement in an alternate ELE program. Please contact district staff for further information.

Program placement and/or method of instruction for student whose English language proficiency test indicates that he or she is not an English learner:

General Education – Your child was not found to be an English learner and therefore does not need an ELE program.

You have the right to decline placement of your child in an ELE program or withdraw your child from the program at any time. Federal and state laws, however, require that the district provide your child with support so that he or she can understand instruction provided in English and develop his or her English skills. This means that if you choose to decline placement of your child in or withdraw your child from an ELE program, your child’s teachers will support your child in the classroom and your child will continue to be assessed for English language proficiency until he or she meets criteria needed to exit the program. It is important to understand that if you decline placement of your child in or withdraw your child from an ELE program, **your child will not receive specialized English as a Second Language (ESL) instruction focused on language skills.** ESL instruction would help your child learn English and succeed in school, so we recommend that you allow your child to be part of our ELE programs. ESL instruction is especially important if your child is just beginning to learn English or struggles to understand, speak, read or write in English. If you decide to decline placement of your child in or withdraw your child from an ELE program, please inform the ESL Department Chair listed below.

SECTION II - Exit Criteria

Specific ELE Exit Requirements: When your child demonstrates proficiency in English, he or she will no longer be classified as an English learner. Therefore, he or she will be exited from the ELE program and will not be eligible for ELE services. Students typically exit English learner status in six years, although some may exit sooner or later. English learners are expected to graduate at a similar rate as non-English learners when they have sufficient opportunities to complete graduation requirements. Students who are no longer classified as English Learners will be monitored by the district for four years to ensure that they are succeeding academically. If these students struggle to meet grade-level academic expectations due to lack of English language proficiency, the district must provide language support services to such students and/or recommend re-entry into the ELE program.

Your child will continue to receive ELE program services until he or she meets the following criteria:		
<input type="checkbox"/> Earned a qualifying score on ACCESS for ELLs which is an overall proficiency score of 4.2 and literacy 3.9.	AND	<input type="checkbox"/> Demonstrated ability to perform ordinary classroom work in English, as indicated by academic grades and performance.
<p>Final classification:</p> <p><input type="checkbox"/> The student met the criteria. He or she is no longer considered an English learner. The student's academic performance will be monitored for four years.</p> <p><input type="checkbox"/> The student has not met the criteria. The student is still considered an English learner and will be placed in the English Language Education program offered by the district.</p>		
<p>Comments:</p>		

School district staff is available to speak or meet with you about your child's placement and the school's ELE programs. We strongly encourage you to call us if you have any questions. Please contact us through the district contact person listed below. Thank you.

Margaret Biedron / ESL Department Chair
 978-957-1500 ext.1127
 mbiedron@dracutps.org