**Sample BMEP Parent Notification Letter in English**

School Name, Address, Contact Information

Date insert date:

**Dear Parent:**

This letter is to inform you that insert school name offers a Bilingual Multicultural Education Program (BMEP). The program’s goals are for all students to become bilingual and biliterate in English and a second language and to meet state academic content standards and benchmarks in all subject areas.

The cognitive, social, and emotional development of students in the BMEP is encouraged by using the cultural and linguistic backgrounds of the students, providing students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner, and teaching students to appreciate the value and beauty of different languages and cultures. Your child, insert student’s name will be placed in the school’s BMEP this academic school year. The following BMEP model(s) is used in the program:

[ ] **Dual Language Immersion—**isdesigned to develop proficiency in two languages,as outlined byNMAC 6.32.2.12 (D)(1). This BMEP model includes students classified as initially fluent English proficient, English learners, and reclassified fluent English proficient.

* The English learners who are served in this model receive one hour of language arts in insert home/heritage language, one hour of English language development, and one hour of insert content area in insert home/heritage language.
* Fluent English proficient students who are served in this model receive one hour of language arts in insert home/heritage language, one hour of insert content area in insert home/heritage language, and an additional one hour of insert content area in insert home/heritage language.

[ ] **Enrichment—**is designed to further develop the home language, as defined in Subsection G of Section 22-23-2 NMSA 1978, of fully English proficient students, as outlined by NMAC 6.32.2.12 (D)(2). This BMEP model exclusively serves students classified as initial fluent English proficient and reclassified fluent English proficient. Students served in this model receive one hour of language arts in insert home/heritage language and optionally one hour of insert content area in insert home/heritage language.

[ ] **Heritage—**is designed to support and revitalize a student's heritage language and culture through oral and written communication; for Native American languages that are oral only, the literacy component shall be measured only in the skill areas or domains of listening, speaking, and comprehension, as outlined by NMAC 6.32.2.12 (D)(3).

* English learners served in this model receive one hour of language arts in insert home/heritage language, one hour of English language development, and optionally one hour of insert content area in insert home/heritage language.
* Fluent English Proficient students in this model receive one hour of language arts in insert home/heritage language, and optionally, one hour of insert content area in insert home/heritage language, and an additional one hour of insert content area in insert home/heritage language.

[ ] **Maintenance—**is designed to develop and maintain proficiency and literacy in the home language while developing a student's literacy and oral skills in English, as outlined by NMAC 6.32.2.12 (D)(4). This BMEP model exclusively serves English learners. Students served in this model receive one hour of language arts in insert home/heritage language, one hour of English as a second language/English language development, and optionally one hour of insert content area in insert home/heritage language.

[ ] **Transitional—**is designed to develop skills in the home language and culture while developing continued skills and proficiency in English, as outlined by NMAC 6.32.2.12 (D)(5). This BMEP model exclusively serves English learners. Students served in this model receive one hour of language arts in insert home/heritage language, one hour of English language development, and optionally one hour of insert content area in insert home/heritage language.

All students participating in the BMEP are assessed annually to measure their proficiency in the home/heritage language of the program [**insert program language]**. Please see below for the most recent proficiency results.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Name** | **Grade Level**  | **Listening** | **Speaking** | **Reading** | **Writing** | **Program****Language** | **Overall Proficiency Level** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
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To inquire more about the specifics of the above assessment(s), please call or visit our office.

If your child has an Individualized Education Program (IEP), the BMEP will help him or her meet the IEP goals in the following ways: **[Insert description here]**

Parents with children participating in the school’s BMEP are encouraged to participate in the BMEP parent advisory committee (PAC). Please consider attending our first BMEP PAC meeting scheduled for **insert date.** Parent participation in the development, implementation, and evaluation of the program is valued and important, as we consider what BMEP works best for your children and the community.

We highly recommend that your child participate in, and receive the benefits from, this program. However, you have the right to decline your child’s participation in the BMEP. If you have questions, you are encouraged to call or visit our office, contact your child’s school, or communicate with your child’s teacher to discuss further.

Sincerely,

Insert signature here

Insert BME director name here

Bilingual Multicultural Education Director