Notification of Program Eligibility: (Entrance / Continuation / Exit) circle one

School:_____ Date Enrolled:_____ Date Identified:_____

Dear Parent/Guardian of: _____,

ESEA Section 1112 (e)(3)(A)(i)

According to information you provided on the Home Language survey along with an English language proficiency assessment, your child:

☐ Is identified and eligible for EL services.

☐ Is qualified to continue EL services.

☐ Does not qualify for EL services because...

    ☐ The student was formerly an English learner and is now English proficient. The student reads, speaks, and comprehends English in academic classroom settings. The student has exited from the EL program and will be monitored for continued academic success for 2 years.

    ☐ The student was never classified as an English learner and does not fit the definition of an English learner outlined in state or federal law.

ESEA Section 1112 (e)(3)(A)(ii)

In XX Schools, Title III/EL Program eligibility is determined by Language Proficiency, which is assessed on a **scale of 1-6**. On the English language proficiency test, **your child tested at a level _____** on the **ACCESS, Alternate ACCESS, MODEL or KG W-APT, WIDA Screener (circle the assessment type)**

Below is an explanation of the levels.

English Language Proficiency Levels (grades K-12)

Level A1	Initiating	The student can imitate sounds and respond to familiar voices.
Level A2	Exploring	The student can approximate routinely practiced words and respond to routinely practiced oral cues.
Level A3	Engaging	The student can approximate words and phrases and can respond to an idea within familiar language.
Level 1	Entering	The student knows and uses minimal social language and minimal academic language with visual support.
Level 2	Emerging	The student knows and uses some social English and general academic language with visual support.
Level 3	Developing	The student knows and uses social English and some specific academic language with visual support.
Level 4	Expanding	The student knows and uses social English and some technical academic language.
Level 5	Bridging	The student knows and uses social and academic language working with grade level material.
Level 6	Reaching	The student knows and uses social and academic language at the highest level measured by this test.

ESEA Section 1112(e)(3)(A)(vi)

To exit from the EL program, ELs will have reached the minimum level of a **5.0** Overall Composite Proficiency Level on the ACCESS for ELLs 2.0 test, but it can take up to 5 or 6 years to exit the EL program. The high school completion rate and on time graduation rates for SD schools can be found at https://sdschools.sd.gov/#!/home

ESEA Section 1112(e)(3)(A)(iii)

The school offers the following programs to help your child develop English language proficiency. A description of these program models can be found on the back side of this letter. Based on your child's language development needs, the recommended program model for your child is:

Pull-out language support   Push-in language support   Sheltered Instruction   Other(s) _____

ESEA Section 1112(e)(3)(A)(v)

This program will help meet your child's language development needs by assisting your child with English language development services in order for your child to meet the grade level content standards in the mainstream classroom and help your child complete high school.

ESEA Section 1112(e)(3)(A)(iv)

A Language Acquisition Plan (LAP) will be written to address your child's specific strengths and needs:

☐ LAP is Attached (entrance or continuation)   ☐ LAP will be written (entrance or continuation)

☐ Not applicable – student does not qualify   ☐ Not applicable – student is exiting

ESEA Section 1112(e)(3)(A)(vii)

If your child also qualifies for Special Education services, the EL teacher will be part of the Individualized Education Program (IEP) team in order to ensure that the EL programming is working to help meet the objectives of the IEP.

ESEA Section 1112(e)(3)(A)(viii)

Parents/guardians have the right to decline **services** or choose a different program model offered by the district, but annual language proficiency **assessment** remains a district responsibility. If services are declined, a LAP is written to address the student's linguistic needs in the regular education setting. The EL decline of services form must be signed, dated, and returned to the school.

If you need more information regarding the EL program and services, contact:

_____   _____   _____

EL Teacher Name   EL Teacher Phone Number   Date

Program Model Type	Focus	Students	Delivery	Staff
Transitional Bilingual or Early-Exit Bilingual Education	Develop literacy in English while developing some literacy skills in the native language	ELs with same native language	Instruction is delivered in both languages – instruction may be heavier in native language in early grades and transition to mostly English in later grade levels	Bilingual Teacher
Dual Language or Two-way Immersion	Develop literacy in the native language and in English	ELs with common native language and native English speakers who want to learn that language	Instruction is delivered in both languages	Bilingual Teacher
ESL or ELD (English Language Development)	Develop English language proficiency	EL students and possibly other native English-speaking students who need assistance with academic English	Instruction using ELD standards to teach English (students may use native language supports)	EL Teacher
Content Classes with Integrated ESL Support	Develop English language proficiency and content knowledge	ELs and can include native English speakers	Instruction uses rigorous content standards, English Language Development standards and specific strategies and techniques to teach English and content together	EL Teacher
Newcomer Program	Develop beginning English language skills, introduce core academic skills and provide support for acculturation to the US and school	New ELs to the US educational system with an entry level of English language proficiency or EL students with Severely Interrupted Formal Education	Instruction is delivered in English with native language support from Bilingual staff and peers when possible – units designed for students to succeed in US schools and transition students to regular classrooms within a year	EL Teacher
Other – Push-in ELL	Develop English language proficiency	EL students and possibly other native English speaking students who need assistance with academic English	Instruction in English using co-teaching and planning to make the lesson comprehensible, provide additional language support within the classroom related to the mainstream lesson or bilingual staff may provide native language support in the mainstream classroom	Bilingual or EL Teacher
Other – Extended Instructional Day	Focus varies, based on student needs	ELs	Instruction is delivered outside of the regular instructional school day	Bilingual or EL Teacher

A Parent's Guide to English Learner (EL) Programs

Find out how your child can learn English at school

Home Language SURVEY

Find out if a language other than English is used at home

My child only speaks English. No extra support is needed.

Another language is spoken.

Congratulations! Your child completes the EL program!

Reasons to Participate in the EL Program

- Learn English
- Get support for academic success

Screening for English language skills:

- Listening
- Speaking
- Reading
- Writing

My child does not need extra help to learn English.

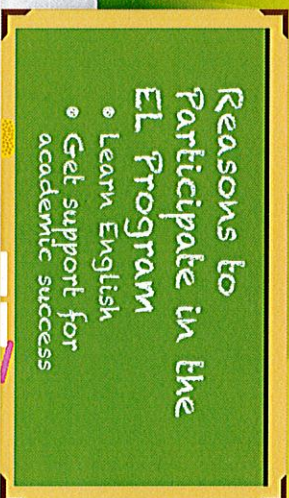My child will receive extra support to learn English.

" Learning English has helped me achieve so many of my goals, and in the future it'll keep helping me. "

— Student

Letter to Parent:

- How much English your child knows
- How much English your child needs to learn
- How your child will be taught English

Questions you might ask about the EL program at school

How long will my child be in the EL program?

What does the EL program look like? Is it the same for every child?

Where does the EL program take place? Will my child leave the classroom?

Will my child do the same work as other students?

Can I visit the EL classroom? Can I meet my child's teacher?

Can I speak and read with my child in our language?

Does anyone at school speak my language? Can I ask for a translator at school?

Will information from the school be sent home in my language?

What if I do NOT want my child to participate?

EL instruction can help your child:

• Improve English while learning reading, math, science, social studies and other subjects

• Be prepared to be part of the community

• Be ready to graduate

For more information, contact your child's school.

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