

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

School: _____ Date: _____

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 Milnor Public 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 **WIDA Screener, ACCESS or Alternate ACCESS**. (circle test)

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 & **3.5** on the **Reading, Writing, Listening** and **Speaking** subtests on the ACCESS for ELLs 2.0 test. It can take up to 7 years to exit the EL program. The high school completion rate and on time graduation rates for ND schools can be found at <https://insights.nd.gov/Education>. Once exited, your child will be monitored by the EL department for two years.

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:

English Language Development Content Classes with ELD Support Newcomer Program 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 Individualized Language Plan (ILP) will be written to address your child's specific strengths and needs:

- ILP is Attached (entrance or continuation)
- ILP 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, an ILP 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	Goal/Instructional Focus	Students	Delivery	Staff Needed
Transitional Bilingual	Develop literacy in English with some native language support	ELs with a common native language	Instruction begins using the native language with a fast transition to using mostly English for instruction	Bilingual Teacher
Dual Language or Two- Way Immersion	Develop literacy in both the native language and in English	ELLs with a common native language and native English speakers who want to learn the native language of the ELs	Instruction delivered in both languages	Bilingual Teacher
English as a Second Language (ESL) or English Language Development (ELD)	Develop English language proficiency	EL students	Instruction uses English and adjusts to the proficiency level of the students – students may use their native language with each other to clarify concepts	EL Teacher or Bilingual Teacher with some knowledge of students' native language
Content Classes with Integrated ESL/ELD Support	Develop English language proficiency and grade level content knowledge	ELs and can include native English speakers	Instruction uses rigorous content standards, language standards and specific strategies and techniques to teach English and content together	EL Teacher OR coteaching with EL Teacher and Content Teacher together
Newcomer Programs	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 the program transitions students to regular classrooms within a year	Bilingual or EL Teacher AND Bilingual or EL Teaching Aide
Other – Extended Instructional Day	Focus varies, based on student needs (Reading, Writing, Listening and/or Speaking practice)	EL students	Instruction is delivered outside of the regular school day	Bilingual or EL Teacher

Student No Longer Qualifies as an English Learner

- Student has not attended school in North Dakota for the past two or more years.
- Student attended school in a non-WIDA state.
- Most recent academic records, including state assessment results, demonstrating the student is proficient or advanced in reading, language arts, and writing in English OR
- WIDA Screener scores demonstrating the student attained a minimum of a 3.5 in each domain and a 5.0 composite proficiency level.