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|  | **English Learning Program (EL)****Sample School District**  | **2017-2018** |

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

School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Parent/Guardian of:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

ESEA Section 1112(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(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.**

 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(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 7 years to exit the EL program. Your child’s anticipated graduation year from the EL program is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

ESEA Section 1112(A)(iii)

The school offers the following programs to help your child develop English language proficiency:

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

ESEA Section 1112(A)(v)

This program will help meet your child’s language development needs by assisting your child with English language development in order for your child to meet the challenging academic standards in the mainstream classroom.

ESEA Section 3302(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 3302(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 3302(A)(viii)

Parents/guardians have the right to decline **services**, but annual language proficiency **assessment** remains a district responsibility. If services are declined, an 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_