



# NORTH DAKOTA DEPARTMENT OF **PUBLIC INSTRUCTION**

## **Guidance on English Learner Programming**

English Language Learners in North Dakota  
Office of Indian/Multicultural Education  
(701) 328-1876

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## Introduction

All school districts in North Dakota are required to be prepared for English Learners (ELs) who may enroll in their schools. Once faced with addressing the linguistic needs of the ELs, appropriate programming must be developed to ensure linguistic barriers to accessing the core instructional program are properly mitigated.

This guidance will help schools prepare the required policy and plans, choose an appropriate program model, assure ELs are included in the core educational program and assist parents of ELs to participate in their children's education.

## English Learner Program Policy

North Dakota state legislation requires that every school district within the state has an EL policy, regardless of whether they have ELs enrolled. The policy must assure the district utilizes the state identification and reclassification criteria and procedures, upon identification, all EL students have access to a research-based language instructional education program (LIEP) within 30 days of the first day of school until they meet the reclassification criteria. The policy must commit to providing resources for a core LIEP using state and local funds. The district must provide an assurance that the policy has been approved by the local school board as reported in the MIS01 section of State Automated Reporting System (STARS). A sample EL policy can be found in Appendix A.

## English Learner Program Plan Requirements

North Dakota state legislation requires all school districts to report to the North Department of Public Instruction (NDDPI) their plan to identify and serve ELs in accordance with Title VI of the Civil Rights Act, as well as other cases noted in the **Student Rights** guidance document. A district plan will ensure there is a process in place for identification, as well as a plan to begin LIEP services for the student immediately upon enrollment. Along with identification, the plan must include screening procedures and the plan for annual assessment of the students' English language proficiency (ELP). Districts must also include in their plan the program models that are being used to instruct the EL students.

### EL Program Plan or Lau Plan

The equal access policy for EL students is often called the Lau Plan (named after the Supreme Court case of Lau v. Nichols). This plan can also be referred to as a district's EL program plan. A high-quality Lau, or EL program plan, should include the following components: EL student identification, language assessment procedures, placement of EL students, background on the LIEP/program models implemented in the district, EL staff, EL program exit criteria, monitoring procedures, and program evaluation plans. Other information that districts often describe in their Lau, or EL program plan include basic district demographics, definitions and acronyms used in the plan, the district's school board approved EL policy, and parent involvement opportunities. Defining the core LIEP helps to justify the need for federal grants which use the supplement not supplant requirement. Sample plans from school districts in North Dakota can be found in the EL Coordinator O365 Team.

### Identification Plan

Schools must write a narrative in the MIS01 Fall Report in the STARS regarding the identification plan for EL students. This must include the statewide identification criteria and procedures including the use of the statewide Home Language Survey (HLS). Additional details regarding identifying EL students are in the **Identification and Screening** guidance document which can be found on the NDDPI website or the EL Coordinator O365 Team.

## Assessment Plan

Schools must include an assessment plan in the Lau plan and assure such plan in the MIS01 Fall Report in the STARS. The assessment plan must detail the assessments used or will be used to screen potential ELs for program eligibility. The narrative must also explain how the district ensures the annual assessment of English language proficiency for all ELs, as well as the inclusion of all ELs in the state academic achievement assessment. If a district does not employ someone qualified to administer the English language proficiency assessment, they can hire a consultant to fulfill this requirement.

English language proficiency assessment test administrators are required to have specialized training. Details on the training requirements are in the *Identification and Screening* guidance document which can be found on the NDDPI website or the EL Coordinator O365 Team.

## Program Model

School districts, with currently enrolled EL students, are required to report the type of program models being used with each EL students in the LIEP. The program models chosen must be research-based and must fit the unique needs of the culturally and linguistically diverse student population. The LIEP must be designed to ensure students develop English language proficiency while also preparing students to meet the challenging state academic achievement standards. If a language other than English is used to deliver core instruction, the language should be reported in the MIS01 section of the STARS. A table with descriptions of the most common EL program models can be found in Appendix B.

## Individualized Language Plans

School districts are required to write an annual Individualized Language Plan (ILP) for each EL student to identify their linguistic strengths and needs and ensure the student reaches ELP in a reasonable timeframe. The ILP typically includes the appropriate EL scaffolds and accommodations to be used in instruction and appropriate accommodations on the state academic achievement assessments. The ILP manager is responsible for the creation and implementation of the plan and must hold an EL or Bilingual Endorsement on their North Dakota teaching license. If a district does not employ a highly-qualified EL teacher on staff, they have the option to hire a consultant to assess students and work with certified staff on a regular basis to ensure the goals and objectives of ILP are being followed. A sample ILP can be found in Appendix C.

## EL Staff

All school districts in North Dakota must identify an EL director in the MIS01 Fall Report in the STARS. The EL director serves as the first point of contact for the department and the administrative representative responsible for ensuring adequate resources are available and barriers are removed for implementation of the LIEP and ILPs. The EL director helps the district with decision making that may be related to the budget and acts as the supervisor for the district's EL program. The EL director must have authority to allocate resources to the EL program.

Staffing for the LIEP must be adequate to carry out the program model the district has chosen. Teacher aides (paraprofessionals) may play an important role in **assisting** the EL staff in carrying out the goals of the ILP, but they **must work under the direct supervision of licensed educators**. EL instruction must be delivered by qualified teachers rather than teacher aides.

Highly qualified EL endorsed staff are also required under North Dakota Administrative code to provide or supervise the program of instruction for ELs and to supervise the ELP Assessments.

## English Learner Service Guidance

North Dakota Century Code requires the state to provide guidance on the caseload criteria for English learner instruction.

### EL Service Levels

**All English learners must be provided** an LIEP until they meet the reclassification criteria. The amount of service time will vary depending on factors such as the amount of literacy the student has in their first language, the current grade level assignment and the student's level of English language proficiency as determined by the ND ELP assessments. There are many factors to consider when determining service time for ELs. Decisions must be carried out with attention to the student's least restrictive environment and language needs. EL students are expected to meet the same challenging state academic achievement standards as their English-speaking peers; therefore schools must ensure ELs have access to core content instruction. Limited segregation, i.e., newcomer center, is only permissible in the short-term. The benefits of the language instruction educational program must outweigh the adverse effects of segregation.

### EL Caseload Criteria

The ELPAC was tasked with developing guidance for EL caseload criteria. In this process the committee considered all types of EL students and the various sizes and staffing of EL programs across the state. The committee also took into consideration multiple responsibility factors included in EL program requirements such as: creating/implementing and/or executing an LIEP, writing ILPs, annually assessing the ELP of all ELs, supporting and coaching classroom/content teachers, facilitating communication with parents/families, and monitoring exited students.

The primary factors for districts to consider when making caseload decisions is the English proficiency level of the students and if they are meeting their growth targets. Other factors for districts to consider for individual teachers are their other professional or teaching responsibilities, EL program administrative duties, the number of buildings the EL teacher travels between and the amount of EL service recommended for each student. The recommendation for caseload criteria is a maximum of 40 students per EL teacher depending on the proficiency level of the students. This will be monitored through the number of EL students assigned to each EL teacher's license number in the EL student detail record in the STARS.

The recommended caseload criteria and service time guidance would indicate that districts with approximately 20 EL students should consider hiring a full-time specialized EL teacher on site to instruct ELs, facilitate communication with EL parents and prepare mainstream staff to make instruction comprehensible for ELs in the regular classroom. Districts with very large numbers of ELs may choose to make use of co-teaching methods or hire content specialists who also hold their EL endorsement to teach language development in the context of academic content courses.

The ELPAC has developed the following guidelines for recommended **daily** service time for ELs with an EL Endorsed teacher.

<b>English Language Proficiency Level</b>	<b>Recommended LIEP Service Time</b>
Newcomer	4-6 units of English language instruction educational services
Level 1 – Entering	3-4 units of English language instruction educational services
Level 2 – Beginning	2-3 units of English language instruction educational services
Level 3 – Developing	1-2 units of English language instruction educational services
Level 4 – Expanding	1 unit of English language instruction educational services
Level 5 – Bridging and Level 6 – Reaching	up to 1 unit of English language instruction educational services

A unit is defined as a class period. In the elementary grades, this might be 30 minutes per unit. At the secondary level a unit would typically be a class period. A class taught in a 75-90 minute block may count as two units at the secondary level.

An EL newcomer is defined as a recent immigrant who has little or no English proficiency and who may have had limited formal education in their native countries. Due to the needs of this subgroup of EL students, newcomer programs have been developed to bridge the gap between newcomers' needs and more traditional LIEPs. Kindergarten students who have little or no exposure to English before entering school may qualify for newcomer programs but be sure to consider the best environment for the student. Most kindergarten classrooms contain students with significant developmental and academic diversity in which a newcomer may thrive.

### Instructional Materials and Resources

Materials, resources and instructional facilities for ELs must be comparable to those available for non-EL students. The general fund must supply EL staff with the materials they need to provide a core LIEP. Additional materials to supplement the core LIEP may be purchased with Title III or other supplemental funds (supplement not supplant clause). The NDDPI does not make recommendations on specific language development materials from publishing companies. However, WIDA has a protocol (PRIME) that measures the representation of WIDA's English language development standards within published materials. More information can be found at <http://prime.wceruw.org/>.

### **English Learners' Participation in Assessment**

All EL students must participate in the annual English language proficiency assessment. Additional training requirements for ELP test administrators can be found in the **Identification and Screening** section of the guidance. ELs must also participate in the state academic achievement assessment program including the North Dakota State Assessment (NDSA).

### **English Learners' Participation in Special Programs**

Meeting the EL criteria does not disqualify a student from other special programs. Special programs may include Title I, gifted/talented, and special education. Schools should take steps to ensure that EL students have equal access, and are represented proportionately, in all special programs.

### Title I

EL students often meet the eligibility criteria for Title I reading or math services and some may require special education services. EL students who qualify for the LIEP **and** other services must be provided both/all. Targeted criteria must use universal assessments (i.e., an assessment that is given to all students) to determine eligibility. English language proficiency scores (MODEL, WIDA Screener, and/or ACCESS) cannot be used to disqualify a student from additional services.

In order to ensure the linguistic and academic needs of an EL student are met, a team consisting of an EL teacher, general education teacher, Title I teacher, and special education teacher (as applicable) should meet to determine the appropriate services. This may include a student going to multiple teachers in multiple programs for services. If a student is eligible for multiple services, the services cannot be combined into one service time.

### Gifted/Talented Programs

Selection criteria for gifted/talented programs must not discriminate on the basis of language. EL students cannot be categorically excluded from gifted and talented or other specialized programs. If the district has a process for locating and identifying gifted/talented students, it must also locate and identify gifted/talented EL students who could benefit from the program. Many gifted/talented programs use assessments to determine eligibility. These assessments must account for linguistically and culturally diverse students. The exclusion of EL students from specialized programs such as gifted/talented programs may have the effect of excluding students from programs on the basis of national origin, in violation of 34 C.F.R. § 100.3(b)(2), unless the exclusion is educationally justified by the needs of the particular student or by the nature of the specialized program.

In determining whether a district has improperly excluded EL students from its gifted/talented or other specialized programs, the Office of Civil Rights (OCR) will carefully examine the district's explanation for the lack of participation by EL students. OCR will also consider whether the recipient has conveyed these reasons to students and parents.

Educational justifications for excluding a particular EL student from a specialized program should be comparable to those used in excluding a non-EL peer and include: (1) that time for the program would unduly hinder his/her participation in an alternative language program; and (2) that the specialized program itself requires proficiency in English language skills for meaningful participation.

Unless the particular gifted/talented program or program component requires proficiency in English language skills for meaningful participation, the district must ensure the evaluation and testing procedures do not specifically screen out EL students. To the extent feasible, tests used to place students in specialized programs should not be of a type that the student's proficiency in English will prevent him/her from qualifying for a program for which they would otherwise be qualified.

**(OCR Memorandum, 1991)**

## Special Education

Districts must make certain that EL students only receive special education and related services because of a present disability and a need for specially designed instruction and not due to cultural or linguistic differences. Interpreters can be specially trained to assist in the evaluation of an EL student for special education services. When an EL student is evaluated special services, an EL teacher or consultant must serve on the IEP team to help ensure cultural and linguistic differences are not the reason for the student's educational issues.

Service time in the LIEP cannot be counted towards special education service minutes but can be indicated in the "related services" section of the Individualized Education Plan (IEP). EL students with an IEP qualify for special education **and** EL accommodations for instruction and on the state academic achievement assessment (NDSA). EL students with an IEP also qualify for special education accommodations on the annual English language proficiency assessment (ACCESS for ELLs). Details regarding these accommodations can be found on [WIDA's website](#).

## **Program Evaluation**

All school districts with English learners must monitor their LIEPs to ensure they are effectively meeting the needs of their EL students. Districts are held accountable for each student's ELP growth and long-term goal. Schools are expected to ensure EL students make annual gains in their overall English language proficiency and exit from the program in a reasonable timeframe. The accountability data is available in the SLDS and on the INSIGHTS dashboard.

Districts can conduct EL program evaluation internally or hire an outside consultant. Districts should use academic and program data to evaluate their programs. Other evaluation criteria may include school climate and school level support for ELs, effectiveness of professional development activities, maintenance of EL student data and effectiveness of parent involvement and communication.

## **Parent Involvement**

Parent involvement and notification are required by state and federal law and supported by research as a critical factor in a student's school success. Parents of some ELs may be unfamiliar with the U.S. educational system, have work hours that do not align with a school schedule, or do not speak English. Schools should make every effort to overcome the barriers that keep information from parents or that keep parents from participating in their child's education. Schools are required to provide information to parents in a language and format they understand. A chart listing state and federal parent involvement and notification requirements can be found in Appendix D.

## **English Learner Program Funding**

North Dakota provides additional funds to districts for EL students who test at a level 1.0-3.9 based on a weighted factor payment system. Levels 1.0-1.9 are funded at an additional 30%, levels 2.0-2.9 are funded at an additional 20% and levels 3.0-3.9 are funded at an additional 7% for up to three years. In order for the student to qualify for payment, ELs must be identified in the STARS enrollment, an ELP assessment score must be present in the STARS within the previous 12 months, and an ILP date must be present in the STARS within the school year.

Supplemental EL funding is provided by Title III of the ESEA reauthorized by ESSA. Title III funds are supplemental to the state and local funds required to implement a core LIEP. More information can be found in the Title III Guidance.

## **Contact Information**

For clarification or more information about the EL Program in North Dakota please refer to one of the contacts:

**Lodee Arnold**, Assistant Director  
**Cami Bauman**, Administrative Staff Officer  
(701) 328-2262  
[dpienglishlearners@nd.gov](mailto:dpienglishlearners@nd.gov)

## **Appendix A**

### **District English Language Learner Policy Sample**

**REQUIRED**

Descriptor Code: GABAA

**ENGLISH LEARNERS**

It is the policy of the **[Name of District]** to provide the appropriate educational services as required by law. Students are guaranteed equal educational opportunities regardless of race, color, religion, gender, national origin, ancestry, disability, age, or other status protected by law. Students identified as lacking the necessary language proficiency to learn and interact in the classroom shall be provided necessary services.

The District provides appropriate educational services and parity in programs/services/resources provided to students who are English Learners (EL). The District has developed a plan which describes the process of identifying and assessing students who are EL. The plan is consistent with state and federal requirements.

The plan also includes a procedure for ensuring participation by identified students in state mandated assessments and a description of methods used to assist with language proficiency and academic achievement, including a description of the instructional model chosen, method of developing individual student instructional plans, teacher assessment, instructional planning, parental involvement, and program exit criteria. The plan assures that a trained ELL, ESL or bilingual education teacher shall oversee the EL program. The plan will be monitored to ensure that portions that fail to meet the needs of EL students are revised or discontinued.

Parents or guardians of EL students shall be notified upon identification and be informed of student's needs, services available, and annual progress in English and academic achievement. Parents or guardians shall be communicated with, to the extent practicable, in their native language or a language that they can understand.

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Complementary Documents

- AAC, Nondiscrimination & Anti-Harassment Policy

End of **[Name of District] Policy GABAA** ..... **Adopted:**

## **Appendix B**

### **Program Model Descriptions**

	<b>Focus</b>	<b>Students</b>	<b>Delivery</b>	<b>Staff</b>
<b>Dual Language</b>	Develop literacy in both the native language and in English (Biliteracy/Bilingualism)	ELs with same native language	Instruction is delivered in both languages	Bilingual Teacher
<b>Two-way Immersion</b>	Develop literacy in both the native language and in English (Biliteracy/Bilingualism)	ELs with same native language and Native English speakers who want to learn in the native language of the ELs in the program	Instruction is delivered in both languages	Bilingual Teacher
<b>Transitional Bilingual</b>	Develop literacy in English with some native language support	ELs with same native language	Instruction begins using the native language with a fast transition to using English for instruction	Bilingual Teacher
<b>Developmental Bilingual</b>	Develop strong literacy in English while developing some skills in the native language	ELs with same native language	Instruction begins using the native language with a gradual transition to using English for instruction. Lower grades may use more of the native language for instruction than intermediate grades	Bilingual Teacher or Teaching Aide
<b>Heritage Language</b>	Develop literacy in English with some Heritage language preservation or support	ELs with same native language	Instruction is content based and is delivered in both languages	Bilingual Teacher
<b>Sheltered Instruction</b>	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
<b>Structured English Immersion</b>	Develop English language proficiency	ELs with same native language	Instruction uses English and adjusts to the proficiency level of the students – students may use native language with each other to clarify concepts	EL Teacher with some knowledge of students' native language
<b>Specially Designed Academic Instruction Delivered in English</b>	Develop English language proficiency and content knowledge	ELs and can include Native English speakers	Instruction in English designed specifically to provide intermediate or advanced EL students with access to the regular curriculum	EL Teacher
<b>Content-based EL</b>	Develop English language proficiency and content knowledge	ELs	Instruction that uses content materials to develop English language proficiency	EL Teacher
<b>Pull-out EL</b>	Develop English language proficiency	ELs	Instruction using English to learn about English	EL Teacher
<b>Other – Push-in EL</b>	Develop English language proficiency	ELs and other 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/EL Teacher/Bilingual Teaching Aide and Mainstream Teacher
<b>Other – Newcomer</b>	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
<b>Other – Extended Instructional Day</b>	Focus varies, based on student needs	ELs	Instruction is delivered outside of the regular instructional school day	Bilingual or EL Teacher

## **Appendix C**

### **Sample Individualized Language Plan**

<b>Language Support Team Signatures</b> NDAC § 67-28-01-05(1) & ESSA Title III §3302(a)(5)	
EL Teacher (required)	Administrator or designee (required)
Classroom teacher	Other Team Member
Parent (invitation required)	Expected Graduation Year

<b>Student Needs (ELP and Academic)</b> NDAC § 67-28-01-05(1)	
Most Recent ELP Score (ACCESS, W-APT or MODEL)	Test Date
Most Recent Academic Achievement Scores	Test Date

<b>ILP Considerations</b> NDAC § 67-28-01-05(2a) & ESSA Title III §3302(a)(4)	
Student background, school history (text box)	
Student strengths and needs (Text box)	

<b>Language Goals and Objectives</b> NDAC § 67-28-01-05(2)(b) & ESSA Title III §3302 (e)(1)(A-B)	
Goals and Objectives for improving ELP as they apply to grade level standards (text box)	

<b>Specialized language instruction (check all that apply)</b> NDAC § 67-28-01-05(2)(c) & ESSA Title III §3302(a)(3)			
	<b>Program Model</b>	<b>Service Time (min per day or week)</b>	<b>Service Provider</b>
<input type="checkbox"/>	Dual Language		
<input type="checkbox"/>	Two-way Immersion		
<input type="checkbox"/>	Transitional Bilingual		
<input type="checkbox"/>	Developmental Bilingual		
<input type="checkbox"/>	Heritage Language		
<input type="checkbox"/>	Sheltered Instruction		
<input type="checkbox"/>	Structured English Immersion		
<input type="checkbox"/>	Specially Designed Academic Instruction Delivered in English		
<input type="checkbox"/>	Content-based EL		
<input type="checkbox"/>	Pull-out EL		
<input type="checkbox"/>	Other – Push-in EL		
<input type="checkbox"/>	Other - Newcomer		
<input type="checkbox"/>	Other – Extended Instructional Day		
<input type="checkbox"/>	Other (describe in text box here)		

<b>Related services (check all that apply)</b> NDAC § 67-28-01-05(2)(d)		
	<b>Program Model</b>	<b>amount of service time (indicate minutes per day or week)</b>
<input type="checkbox"/>	Title I Support (reading or math)	
<input type="checkbox"/>	Special Education	
<input type="checkbox"/>	Tier Level Support (RTI)	
<input type="checkbox"/>	Intervention Program	
<input type="checkbox"/>	Tutorial	
<input type="checkbox"/>	Vocational Resource	
<input type="checkbox"/>	Reading Recovery	
<input type="checkbox"/>	Other (describe in text box here)	

<b>Appropriate Instructional Strategies</b> NDAC § 67-28-01-05(2)(e)			
<input type="checkbox"/>	Slow down and repeat instructions	<input type="checkbox"/>	Highlight target vocabulary with bold print
<input type="checkbox"/>	Modify linguistic complexity	<input type="checkbox"/>	Add visual support
<input type="checkbox"/>	Small group instruction	<input type="checkbox"/>	Printing accepted (no cursive)
<input type="checkbox"/>	Offer note-taking assistance	<input type="checkbox"/>	Pre-teach, limit and simplify vocabulary
<input type="checkbox"/>	Provide copies of teacher notes	<input type="checkbox"/>	Primary language support
<input type="checkbox"/>	Other		

<b>Accommodations for Instruction and Assessment</b> NDAC § 67-28-01-05(2)(f)			
<input type="checkbox"/>	Administer test in small group	<input type="checkbox"/>	No True/False questions
<input type="checkbox"/>	Modify linguistic complexity	<input type="checkbox"/>	Correlate study guides directly with test
<input type="checkbox"/>	Simplify test directions	<input type="checkbox"/>	Simplify vocabulary syntax
<input type="checkbox"/>	Use word bank chunks with 5 words or less (all words used only once)	<input type="checkbox"/>	Homework modified
<input type="checkbox"/>	Allow extra time	<input type="checkbox"/>	Add visual support
<input type="checkbox"/>	No "none of the following except" questions	<input type="checkbox"/>	Give only 3 options on multiple choice
<input type="checkbox"/>	Write answers directly on test	<input type="checkbox"/>	Word to word bilingual dictionary
<input type="checkbox"/>	Read aloud test directions, questions and options	<input type="checkbox"/>	Writing adjustments
<input type="checkbox"/>	Tests and quizzes read aloud to student	<input type="checkbox"/>	Alternate forms of assessment
<input type="checkbox"/>	Modified lesson delivery	<input type="checkbox"/>	Use of word-to-word dictionary
<input type="checkbox"/>	Small group instruction with familiar teacher	<input type="checkbox"/>	Math, Science, and Social Studies items and answer options are read verbatim (In English) to student
<input type="checkbox"/>	Small group test administration	<input type="checkbox"/>	Bilingual resources utilized
<input type="checkbox"/>	Familiar test administrator	<input type="checkbox"/>	Alternate quizzes, tests
<input type="checkbox"/>	Written language printed (no cursive)	<input type="checkbox"/>	Other

## **Appendix D**

### **Parent Involvement Requirements**

Title I Parent Notification Requirements	State Parent Notification Requirements
<p>Inform parents how they can be active participants in assisting their children to:</p> <ul style="list-style-type: none"> <li>• learn English</li> <li>• achieve at high levels in core academic subjects</li> <li>• meet the same challenging state academic achievement standards as all other children</li> </ul>	<p>The school district shall inform the student's parent or guardian how they may be involved in their child's program of English language acquisition, including periodic progress reporting.</p>
<p>Inform parents regarding their child's participation in a Language Instructional Education Program:</p> <ul style="list-style-type: none"> <li>• the reasons for identification and placement in the EL program</li> <li>• the child's level of English language proficiency</li> <li>• the method of EL instruction, including descriptions of alternative language instruction programs</li> <li>• a description of how the program will meet the educational strengths and needs of the student</li> <li>• a description of how the program will help the child learn English and meet academic achievement standards</li> <li>• the program exit requirements, including the expected rate of transition and the expected rate of graduation from secondary school</li> <li>• the way in which the EL program will assist to meet the objectives of an Individualized Education Program for a child with a disability</li> <li>• the parent rights, including written guidance that: <ul style="list-style-type: none"> <li>○ Specifies the right that parents have to have their child immediately removed from a language instruction educational program upon their request</li> <li>○ Describes the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available and</li> <li>○ Assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered</li> </ul> </li> </ul>	<p>The school shall invite the student's parent or guardian to be a team member on the individualized language plan team.</p>
<p>LEAs must inform parents of a child identified for participation in a language instruction educational program supported by Title III not later than 30 days after the beginning of the school year. For a child who enters school after the beginning of the school year, the LEA must inform parents within two weeks of the child's placement in such a program.</p>	<p>The school district shall provide information at least annually to the student's parent or guardian on the progress of the student's language proficiency and academic achievement and on alternative language services being provided.</p>
<p>School districts are required to provide notice to the parents of EL children participating in a Title III language instruction educational program of any failure of the program to make progress on the annual measurable achievement objectives described in section 1112 of Title I. This notice is to be provided no later than 30 days after this failure occurs.</p>	
<p>The required notices described must be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.</p>	<p>The information must be provided, to the extent practicable, in a language the parent or guardian can understand.</p>