Section: I Instructional Program

Policy Code: IKA LEP Parent Notification Forms

Policy:

LEP PROGRAMS PARENT NOTIFICATION FORMS

This form will be sent to parents in English and in their indicated native language.

Clarksdale Municipal School District

English Learner Program Placement

❑ Initial Placement ❑ Continuing Placement

Name of Student: _____ Date: _____
(mm/dd/yyyy)

School: _____

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child's proficiency in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English learner and other important information. Here is the information included in this letter:

- Your child's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: _____ Title: _____

Email: _____ Phone: _____

Do you need an interpreter? Please tell us and we will make sure one is available.

Your child will receive instruction in our school district's English Learner Services that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is _____ (*number of years*). The high school graduation rate for students receiving English Learner Services is _____ %. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

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The name of the English proficiency test your child took is:

- ❑ ACCESS 2.0 for ELLs
- ❑ WIDA Screener
- ❑ WIDA Model
- ❑ ELPA21 Summative
- ❑ ELPA21 Screener
- ❑ Other Assessment: _____ *(Test used to measure level of English proficiency)*

Your child's level of proficiency:

English Language Proficiency Assessment Category	Your Child's Proficiency Level	Highest Score Possible
Listening		
Speaking		
Reading		
Writing		
Literacy		
Composite Proficiency*		

*A composite proficiency level is a combination of the individual scores for the listening, speaking, reading, and writing portions of the assessment.

The level needed to be proficient in English and exit English Learner Services is: _____

If applicable, your child's level of academic achievement was measured using the following test(s):

Academic Assessment Subject	Academic Assessment Name	Your Child's Proficiency Level
❑ English, Language Arts (ELA)		
❑ Math		
❑ Science (if applicable)		
❑ Other:		

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

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The method of instruction used in your child's English Learner Services is:

- ❑ **Bilingual*, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs***: Instruction is provided in both English and your child's home language.
- ❑ **Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.
- ❑ **Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English*, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English***: Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.
- ❑ **Pull-out English Learner or ESL**: Students leave their English-only classroom during the day for English learner or ESL instruction.
- ❑ **Other**: _____

- ❑ Your child's English Learner Services are not the district's only English Language Development Program. Additional information about your child's English Learner Services and, if available, other district language programs is attached.

Please contact the person below or _____ if you would like to request: (a) immediate removal of your child from the English Learner Services provided by Title I, Title III, or both; (b) options available for your child if you decline the English Learner Services offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: _____ Title: _____

Email: _____ Phone: _____

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Clarksdale Municipal School District

Description of Programs

The goal of the district's English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district's English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for _____ years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child's Program: _____

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ❑ Yes ❑ No

English Language Used in Instruction: ❑ Yes ❑ No

Program Exit Criteria:

Description of Other Available English Learner Services: Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ❑ Yes ❑ No

English Language Used in Instruction: ❑ Yes ❑ No

Program Exit Criteria:

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Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

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Section: I Instructional Program

Policy Code: IK Limited English Proficiency Instruction

Policy:

LIMITED ENGLISH PROFICIENCY INSTRUCTION

The Clarksdale Municipal School District Board of Education will provide a program of language instruction to students who have limited English proficiency. Student participation in any language instruction program or instruction in English as a second language is encouraged, however, parents have the right to opt students out of any provided program.

ENROLLMENT

LEAs and their public schools must enroll all students regardless of their or their parents' or guardians' actual or perceived citizenship or immigration status. The Clarksdale Municipal School District is dedicated to serving all students, therefore is committed to the following:

1. When enrolling students, the district may not request information from students or their parents or guardians to deny access to public schools on the basis of race, color, or national origin. For example, while the district may require proof of residency, inquiring into students' citizenship or immigration status, or that of their parents or guardians, would not be relevant to establishing residency.
2. Similarly, while the district may require students or their parents to provide proof of age, the district may not bar a student from enrolling because he or she lacks a birth certificate or has records that indicate a foreign place of birth.
3. Further, if the district requests a student's social security number it must:
    a. inform the family that providing it is voluntary and refusal will not bar the child from enrolling in or attending school, and
    b. explain for what purpose the number will be used.

IDENTIFICATION

According to The Every Student Succeeds Act (ESSA) of 2015, an English Learner is defined as an individual:

1. who is aged 3 through 21;
2. who is enrolled or preparing to enroll in an elementary school or secondary school;
3. who was not born in the United States or whose native language is a language other than English;
4. who is a Native American or Alaska Native, or a native resident of the outlying areas; and
5. who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
6. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
7. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
    a. the ability to meet the State's proficient level of achievement on State assessments;
    b. the ability to successfully achieve in classrooms where the language of instruction is English; or
    c. the opportunity to participate fully in society.

REQUIREMENTS

If this district receives federal funding for Limited English Proficient (LEP) Programs, the following will be provided:

1. Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in the specified program.
2. Students will participate in regular assessments in a manner that will yield an accurate assessment. Test waivers may be granted on a case-by-case basis for LEP students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in English.
3. Certification that teachers in the program are fluent in English as well as other languages used in instruction (if the district receives sub grants).
4. Evaluation of the program and the academic success and language achievement of the students in the program. Parents will be notified of:
    a. Their child's level of English proficiency and how such a level was assessed.
    b. The status of their child's academic achievement.
    c. The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.
    d. Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.
    e. Exit requirements for the program.
    f. If the child has a disability, a statement as to how the LEP will meet the objectives of the child's IEP.

Consequences of inadequate yearly progress include notification of parents, development of improvement plans, and restructuring of programs or the district will lose federal funds. For non-English speaking parents, the district will arrange to provide translations of this information in their native language.

CROSS REF.: Policies IDDF Special Education Programs
II Testing Programs

Last Review Date:_____
Review History:[1/1/1900][1/1/1901]

Exhibits: **Regulations:** **References:**

Original Adopted Date: 12/15/2016 **Status:**

Approved/Revised Date: **Record Id:**