Amite County School District

English Learner Program Plan

FY 2026-2027

Dr. Chavis L. Bradford, Superintendent

Robert McDaniel, Federal Programs Director

Table of Contents:

Introduction and Demographics
EL, Immigrant, & Migrant Defined
Rights of EL students and their families
Progression of Students through EL Program
Multi-Tiered System of Supports for English Learners
Exiting Students for the English Learner Program
Accommodations on State Academic Assessments
Parent and Family Engagement of EL students
Home Language Survey (HLS) ACES - Appendix A
Home Language Survey (HLS) ACMS/ACHS - Appendix B
Language Service Plan (LSP) - Appendix C
Policy IK: Limited English Proficiency Instruction - Appendix D

Introduction & Demographics

Amite County School District is located in a rural community in Southwest Mississippi near the border of Louisiana. As of the 2020 Census, the population was 12,720 with the county seat located in the town of Liberty. Amite County School District has approximately 897 students enrolled between our four campuses; Amite County Elementary (K-6), Amite County Middle School (7-8), Amite County High School (9-12), and Amite County Career and Technical Center (9-12).

As of April 2025, the current student population consists of approximately:

- 84% African-American
- 14% White
- Less than 2% Hispanic
- Less than 1% Asian

The Amite County English Learners Program is committed to addressing the diverse needs of our English Learners (EL) students and providing them with the academic supports that are required to progress toward meeting the proficiency standards identified in the Mississippi College and Career Readiness Standards and the English Language Proficiency Test (ELPT21). It is the responsibility of our district leaders and teachers to provide various support to English Learners and their families as they are immersed in a new culture and educational environment.

EL, Immigrant, & Migrant Defined

According to ESSA, a student between the ages of 3-21 is identified as an English Learner based on at least one of the following (Title III, part A and Section 111(b):

- Was not born in the United States
- Native Language is not English
- Comes from an environment where a language other than English has had a significant impact on the student's level of English proficiency
- Is migratory, whose native language is not English and comes from an environment where English is not dominant
- Has difficulties speaking, reading, writing, and understanding the English language to the extent that if affects their ability to successfully achieve proficient levels of achievement on assessments based on the MCCR Standards and the ELPT Assessment

A student between the ages of 3-21 is identified as an Immigrant student based on the the following (Title III, Part A Section 3301(6):

- Was not born in the United States
- Has not completed three full academic years enrolled at an accredited public school, private school, or homeschool program

A student between the ages of 3-21 is identified as a Migrant student based on the the following (Title I, Part C):

- The child or the child's parent(s), guardian(s), or spouse is a migratory agricultural worker or fisher and has moved within the past thirty-six months from one school district to another due to economic necessity.
- The move has enabled the child, or the child's parent, guardian, or spouse, to either engage in temporary or seasonal agricultural or fishery employment, or actively seek such work while having a history of moves with qualifying employment.
- A potential migratory student must be confirmed by the Mississippi Migrant Education Service (MMESC)

Rights of EL students and their families

According to the Title VI of the Civil Rights Act of 1964, LEAs are required to take appropriate actions to provide the opportunity to all students to participate in instructional programs or activities without discriminating on the basis of national origin, color or race while receiving federal funding. Equal Educational Opportunities Act (EEOA) of 1974 requires LEAs to ensure all students are provided opportunities to participate in educational programs by providing support to overcome language and cultural barriers.

The following federal court rulings have impacted the LEAs responsibilities and legal obligations to English Learners:

- *Lau v. Nichols, U.S. Supreme Court (1974)*
  LEAs must provide supplemental support to provide an equal opportunity for all students to participate in educational programs and activities.

- *Plyler v. Doe, U.S. Supreme Court (1982)*
  LEAs have a constitutional responsibility to provide all students with a free public education regardless of national origin.

Progression of Students through EL Program

Step 1 Home Language Survey (Appendix A - B)

A HLS is filled out by every parent or guardian for every student enrolling, as well as, all returning students during the beginning of year registration in the Amite County School District as a stand-alone form or within the student registration packet. The completed HLS is filed each year in all student's cumulative records folder for future reference.

Step 2 The Placement Test for Instructional Placement

If a student is identified as a potential English Learner, a Clearsight certified test administrator administers a English Language Proficiency Test (ELPT) screener provided by MDE to determine the student's English language proficiency level and the language instructional educational program that best fits her/his need. The testing procedures for administering and scoring the ELPT will be included in the Amite County School District test security plan. The ELPT assessment evaluates the students' proficiency level in four domains (speaking, listening, reading, and writing). The screener is completed within the first 30 days of the beginning of a new school year or within 10 days of a student's enrollment after the school year has started. The student's placement test report is filled in the student's cumulative record folder for future reference. The results of the ELPT are reported to the EL committee.

The EL Committee will consist of the following:

- School Principal &/or Assistant Principal
- School counselor or social worker
- Teachers of the EL student

Step 3 Parent and Family Notification

The EL Committee will notify the parents or guardians about the student's eligibility to receive EL services. Any parent or guardian whose student is eligible for EL services has the right to decline or opt-out his/her child out of receiving these services. The EL Committee will have a digital translator or interpreter to communicate the student's eligibility and rights to the parents in their native language. The Amite County School District has a responsibility to guarantee that the students are well informed of their rights to opt out their child and that they voluntarily made their decision based on the information provided by the EL Committee. Documentation will be filed in the student's cumulative folder of the parents decision to opt out their child. The parents' or guardians' decision to decline EL services does not change the student's status as an English Learner or relinquish them from the required ELPT screener or summative assessment. The EL Committee will continue to monitor the academic progress of all English Learners, even those opted out of receiving EL services.

Step 4 Identification of EL services and programs

Upon the guardians consent for their child to receive EL services, the Student Evaluation Team (SET) decides on an appropriate English language acquisition program that will provide the English Learner with the support needed to attain both English proficiency and progress toward mastery of the standards outlined in the Mississippi College and Career Readiness Standards (MCCR). The EL student will be placed age-appropriately in the mainstream classroom to provide opportunities for them to engage with English-speaking peers and provide them access to grade-level instructional content. The Amite County School District will also provide special education and gifted education services if the student meets the program requirements for these services and provide opportunities for the student to participate in extracurricular programs based on the student's interest.

Step 5 Developing a Language Service Plan (LSP) Appendix C

The Student Evaluation Team will develop a Language Service Plan for each English Learner student enrolled in the Amite County School District. The LSP is updated annually until the student meets the criteria on the ELPT Assessment to exit the EL program. The team will meet quarterly to evaluate the EL student's progress toward English proficiency and make adjustments as needed. A copy of the LSP will be distributed to all teachers of the EL student.

The Student Evaluation Team will consist of the following:

- School Principal &/or Assistant Principal
- School counselor or social worker
- Teachers of the EL student
- EL students parents or guardians

Step 6 EL Data Entry

Once a student is identified as an English Learner based on the ELPT screener or summative assessment, the school counselor or social worker will ensure the student is correctly identified in SAM as an English Learner. The English Learner identifier is located under the "at risk" tab. This information will then automatically upload to MSIS.

The Federal Programs Director will upload the required additional information (EL program placement and years of service) for these students into MSIS by data upload. This information will be checked monthly for accuracy.

Step 7 English Learner Services and Supports

Regardless of English proficiency, all English Learners will be exposed to a learning environment based on the objectives outlined in the Mississippi College and Career Readiness Standards. The classroom teacher will utilize a variety of resources to provide support for these students while they are exposed to the English language and learning environment.

The following outlines some of the supports that EL students will receive in the *Structured English Immersion* Program:

- Face student when speaking - speak slowly
- Use Visuals during instruction
- Allow additional time to process information and complete tasks
- Pair with English/Spanish speaking student (peer partner) when available
- Provide preferential seating near peer partner
- Provide material in English & Spanish when available
- Provide EL students with a digital translator
- Lexia (Spanish Support Tool)

Multi-Tiered System of Supports for English Learners

The Multi-Tiered System of Supports (MTSS) is a framework for effective team-based problem solving that is data informed, evidence-based, and flexible enough to meet the academic and behavioral needs of all students. The Amite County School District utilizes MTSS to identify struggling students, monitor these students' progress toward individualized learning goals, and create evidence-based intervention strategies and plans to provide all students the opportunity to progress toward mastery of the MCCR standards. The Teacher Support Team (TST) will provide assistance with aligning the intervention strategies with the unique needs of an English Learner as they progress toward English proficiency. With the MTSS process, we will be able to identify if an EL student has a possible learning disability and is in need of special education services.

The Teacher Support Team will consist of the following staff members:

- TST chairperson
- School principal and/or assistant principal
- EL student's teachers

Exiting Students for the English Learner Program

The student exits the language instructional educational program based on results of required ELPT assessment.

To exit the EL program, the student is required to obtain the following proficiency levels on the ELPT:

- Overall Proficiency Level 4 or 5, and
- Reading Proficiency Level 4 or 5, and
- Writing Proficiency Level 4 or 5

Once a student exits the program, the student is monitored for four years as school staff and EL Committee evaluates his or her ability to participate meaningfully in mainstream classrooms. This monitoring must be conducted and documented quarterly by the SET team.

The following information will be provided to the SET team during this review:

- Quarterly Averages
- Yearly Attendance
- Benchmark Assessment Scores
- Star Reading reports
- Star Math reports
- Lexia reports

If an exited EL student is not progressing academically toward mastery of the Mississippi College and Career Readiness Standards and monitoring suggests an underlying language barrier, the SET team must require the student to be retested using the ELPT screener to identify if additional language services are needed. If the student re-enters the EL program, the Language Service Plan must contain documentation for the rationale and obtain the parent's consent prior to re-enrollment in the program.

Accommodations on State Academic Assessments

English Learners must be provided appropriate accommodations on all state assessments. The allowable accommodations for those identified as English Learners are outlined in the current edition of the Mississippi Testing Accommodations manual. Refer to the most updated version of the accommodations manual when creating the students Language Service Plan.

Evaluating EL Program Effectiveness

Both district-level and school-level staff must evaluate the effectiveness of the English Learner Program annually to identify the program's successfulness toward the EL students ability to exit from the EL program and progress toward mastery of the Mississippi College and Career Readiness Standards. If the evaluations determine that the current EL program is not providing effective results, the program must be modified to better serve these students and provide them with more effective support services. Longitudinal data will be evaluated to compare academic progress toward mastery of MCCR standards of current EL identified students to former EL students.

The annual evaluation will be conducted by the following:

- Federal Programs Director and/or Assistant Director
- District and School Test Coordinators
- School Principals and/or Assistant Principals
- School Counselors or Social Workers
- Teachers of EL students

The following information will be provided to analyze during the evaluation:

- MAAP Score Reports
- Final Benchmark Score Reports
- ELPT Score Reports
- EL students' final averages
- EL students' yearly Attendance
- Parent and Family Surveys
- Participation rates in special education, gifted education, and extracurricular programs
- Discipline reports for EL students
- Transcript of credits for EL students (High School only)

Staffing Support and Resources

The Amite County School District will provide core-content teachers and/or special education teachers of English Learners with professional development training from the Mississippi Department of Education and/or training provided by ACSD staff who received prior professional development training to ensure English Learners are appropriately supported in their efforts to master academic standards and obtain English proficiency. The ACSD will provide these teachers with necessary resources to assist their EL students in participating and engaging in educational activities in the mainstream classroom, such as translation technology, visual representations, bilingual resources.

Parent and Family Engagement of EL students

The Amite County School District will utilize the Home Language Survey to determine if the parents or guardians of all students have limited English proficiency and determine the appropriate language to communicate school-related information to these families. All district-level and school-level communication will be translated into the parents or guardian native language.

The ACSD has the following resources available to communicate with these families effectively:

- TransACT
- School Status
- Digital Translators

The Amite County School District makes building a strong relationship with all families a priority. For students to flourish academically and socially, parents and guardians must be actively involved in their children's education. We will utilize diverse communication methods and provide information to these families in their native language.

The following strategies will be incorporated to strive to form this strong relationship:

- Create a welcoming and culturally diverse campus
- Provide bilingual resources for students and their families
- Utilize Multiple Communication channels
- Provide additional learning resources for home with consideration to the language barrier

Home Language Survey (HLS) ACES - Appendix A

Amite County School District

AMITE COUNTY ELEMENTARY SCHOOL

AMITE COUNTY SCHOOLS' HOME LANGUAGE SURVEY 2026 – 2027

Student Name: _____ Birth Date: _____ Sex: ☐ Male ☐ Female

Parent/Guardian Name: _____

Grade _____ Date: _____

1. Was your child born in the United States? ☐ Yes ☐ No
   If yes, in which state? _____
   If no, in what other county? _____

2. What language is spoken by you and your family most of the time at home? _____

3. If available, in what language would you prefer to receive communication from school? _____
   Is your child's first-learned or home language anything other than English? ☐ Yes ☐ No

If you responded "Yes" to question number 3 above, please answer the following questions:

4. What language did your child learn when he/she first began to talk? _____
5. What language does your child most frequently speak at home? _____
6. What language do you most frequently speak to your child? (Father) _____
   (Mother) _____

7. Please describe the language **understood by your child**. (Check only one)
   A. ☐ Understands only the home language and no English.
   B. ☐ Understands mostly the home language and some English.
   C. ☐ Understands the home language and English equally.
   D. ☐ Understands mostly English and some of the home language.
   E. ☐ Understands only English.

_____ Parent or Guardian's Signature

_____ Date

Home Language Survey (HLS) ACMS/ACHS - Appendix B

AMITE COUNTY SCHOOLS' HOME LANGUARGE SURVEY 2026 – 2027

Student Name: _____ Birth Date: _____ Sex: ☐ Male ☐ Female

Parent/Guardian Name: _____

Address: _____

Home Telephone: _____ Work Telephone: _____

Grade: _____

1. Was your child born in the United States? ☐ Yes ☐ No
   If yes, in which state? _____
   If no, in what other county? _____
2. Has your child attended any school in the United States for any three years during their lifetime? ☐ Yes ☐ No
   If yes, please provide school name(s), state, and dates attended:
   Name of School _____ State _____ Dates Attended _____
   Name of School _____ State _____ Dates Attended _____
   Name of School _____ State _____ Dates Attended _____
3. What language is spoken by you and your family most of the time at home? _____
4. If available, in what language would you prefer to receive communication from the school? _____
5. Please check if your child is:
   A. ☐ Native American Indian
   B. ☐ Alaska Native
   C. ☐ Native Pacific Islander
   D. ☐ Native U. S. Virgin Islander
6. Is your child's first-learned or home language anything other than English? ☐ Yes ☐ No

If you responded "Yes" to question number 6 above, please answer the following questions:

7. What language did your child learn when he/she first began to talk? _____
8. What language does your child most frequently speak at home? _____
9. What language do you most frequently speak to your child? (Father) _____
   (Mother) _____
10. Please describe the language **understood by your child**. (Check only one)
    A. ☐ Understands only the home language and no English.
    B. ☐ Understands mostly the home language and some English.
    C. ☐ Understands the home language and English equally.
    D. ☐ Understands mostly English and some of the home language.
    E. ☐ Understands only English.

_____ Parent or Guardian's Signature

_____ Date

OFFICE USE ONLY			
Student ID#	Date Distributed	Date Received	

Language Service Plan (LSP) - Appendix C

APPENDIX B | **Language Service Plan** ***(for Students with Limited English Proficiency)***

This form should be completed by the individual responsible for providing the instructional program for the EL students and the classroom teacher. This form should be updated annually. **Person completing this form**

STUDENT NAME					
PRIMARY LANGUAGE SPOKEN			**LANGUAGE(S) SPOKEN IN HOME**		
ADDITIONAL LANGUAGE(S)		**DATE FIRST ENROLLED IN A U.S. SCHOOL**		**IMMIGRANT STATUS** (< 3 yrs)	
PARENT/GUARDIAN NAME					
PHONE	(home)	(work)		(cell)	
HOME/SCHOOL COMMUNICATION to parent/guardian is requested in:		☐ English **OR** ☐ Native Language: _____ ☐ Oral **OR** ☐ Written			

ACADEMIC HISTORY PRIOR TO ENTERING CURRENT DISTRICT

Age Started School	Years in Preschool/K	Years in grades 1-5	Years in grades 6-12
Last grade completed	☐ Interrupted Formal Education	☐ Limited Schooling	☐ No Formal schooling
Has the student been referred for Special Education? ☐ Yes ☐ No	Does the child have an IEP? ☐ Yes ☐ No	Does the child have a 504 Plan? ☐ Yes ☐ No	

ACADEMIC ACHIEVEMENT LEVEL HISTORY

SUBJECT	BELOW GRADE LEVEL	ON OR ABOVE GRADE LEVEL	METHOD USED TO DETERMINE LEVEL	INFORMATION NOT AVAILABLE
Example: Math	*X*		*Course grade from previous year (D)*	
Math				
Reading				
Writing				
Social Studies				
Science				

ENGLISH LANGUAGE PROFICIENCY TEST INFORMATION

TEST	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
ELPT Speaking															
ELPT Listening															
ELPT Reading															
ELPT Writing															
Composite SCORE															

Copy this page and attach it if space is needed to post additional ELPT scores for Long Term English Learners.

APPENDIX B (continued) | Language Service Plan *(for Students with Limited English Proficiency)*

EL SERVICE	
Date Identified EL Program:	Date Entered EL Program:
☐ Student will receive Direct EL Services for _____ **Minutes** _____ **Days a week**	
☐ Student will be placed in an EL Class for one Credit *(Grades 7-12 only)* **Year:** _____ **Semester:** _____	
☐ Parents Declined Services (school is still obligated to serve)	Comments:
Number of years until the student is identified as a Long Term English Learner (LTEL):	
List specific measurable goals for each domain (Listening, Speaking, Reading, and Writing):	

LISTENING	SPEAKING	READING	WRITING

STANDARDIZED TESTING ACCOMMODATIONS

Refer to the current edition of the Mississippi Testing Accommodations Manual for the allowable accommodations for each assessment. Specify each testing accommodation, the code for the accommodation, and each standardized test to which the accommodation applies. NOTE: The accommodations listed below must be used during regular classroom assessments and on district wide assessments prior to being used on state wide assessments.

ACCOMMODATION(S)	CODE #	TEST(S)

APPENDIX B (continued)

Exit/Monitor Status Documentation

(for Students meeting qualifications to exit EL Services)

This form should be completed by the individual responsible for exiting and monitoring the individual student.

STUDENT NAME		DATE OF BIRTH	
PARENT/GUARDIAN NAME			
PHONE	(home)	(work)	(cell)
HOME/SCHOOL COMMUNICATION to parent/guardian requested in:	☐ English **OR** ☐ Native Language: _____ ☐ Oral **OR** ☐ Written		

PERSON RESPONSIBLE FOR COMPLETING THIS FORM			
YEAR 1	YEAR 2	YEAR 3	YEAR 4

EL EXIT INFORMATION				
EXIT Eligibility Date				
To be eligible for exit from EL status, students must earn a 4 or 5 on the Reading, Writing, and Overall on the LAS Links assessment. Criteria determining exit from EL status (scores from the ELPT): Date of test:				
LISTENING	SPEAKING	READING*	WRITING*	OVERALL*

MONITORING					
Start Date		Date of Parent Notification		Expected date for CONCLUSION OF MONITOR STATUS *(Mimimum of 4 years)*	

REPORT CARD AND STATE ASSESSMENT RESULTS

YEAR 1				
Grade level:	School Name:			
	Q1	Q2	Q3	Q4
ELA				
Math				
Science				
Social Studies				
Other				
Other				
State Assessment Results:				
Is student on track to graduate on time? ☐ Yes ☐ No				

YEAR 2				
Grade level:	School Name:			
	Q1	Q2	Q3	Q4
ELA				
Math				
Science				
Social Studies				
Other				
Other				
State Assessment Results:				
Is student on track to graduate on time? ☐ Yes ☐ No				

APPENDIX B (continued) | Language Service Plan *(for Students with Limited English Proficiency)*

All testing accommodations are classroom accommodations, however not all classroom accommodations are state testing accommodations.

CLASSROOM INSTRUCTIONAL SUPPORTS AND ACCOMMODATIONS/MODIFICATIONS

To meet the needs of this child, the following are recommendations for use in regular classroom instruction:

- ☐ Paraphrasing or repeating directions in English
- ☐ Personal cueing
- ☐ Read the test directions (but not the test items) to individual students or in a small group – repeating and/or paraphrasing the directions, if needed
- ☐ Dictation of answers to test administrator/proctor (scribe) in English only
- ☐ Reader (oral administration)
- ☐ Native language word-to-word dictionaries/electronic word-to-word dictionaries (no definitions)
- ☐ Present questions in same phrasing as learning/review
- ☐ Reduced and/or modified class & homework assignments
- ☐ Modified assessments (i.e. oral)
- ☐ Break tasks/directions into subtasks
- ☐ Increase wait time
- ☐ Additional time to complete assignments and tests
- ☐ ESS (Extended School Services)
- ☐ Provide questions for classroom discussion in advance
- ☐ Label items in the room
- ☐ Previewing of academic content
- ☐ Provide shortened assignments
- ☐ Face student when speaking – speak slowly
- ☐ Print instead of using cursive; type all notes, tests, handouts
- ☐ Use high interest/low vocabulary text material
- ☐ Use overhead and provide students with copies of teacher transparencies/notes/lectures
- ☐ Make instruction visual – use graphic organizers, pictures, maps, graphs, etc. to aid understanding
- ☐ Highlight/color code tasks, directions, letters home
- ☐ Pair ELs with an English speaking "peer partner" for assistance
- ☐ Provide preferential seating or seating with a peer partner
- ☐ Check for comprehension often
- ☐ Ask questions that allow the student to answer successfully
- ☐ Allow the student opportunities to read aloud successfully
- ☐ Use manipulatives
- ☐ Use audiobooks
- ☐ Record material for student listening
- ☐ Vocabulary matching/fill-in-the-blank exercises w/ words
- ☐ OTHER:

PERSONS INVOLVED IN THE DEVELOPMENT OF THE LANGUAGE SERVICE PLAN

By signing this form, I am indicating that I have read and understood the Language Service Plan information.

PRINCIPAL *Signature*	**PRINTED NAME**	**PARENT** *Signature*	**PRINTED NAME**
EL COORDINATOR *Signature*	**PRINTED NAME**	**PARENT** *Signature*	**PRINTED NAME**
EL TEACHER *Signature*	**PRINTED NAME**	**STUDENT** *Signature*	**PRINTED NAME**
TEACHER *Signature*	**PRINTED NAME**	**INTERPRETER** *Signature*	**PRINTED NAME**
TEACHER *Signature*	**PRINTED NAME**	**DATE**	

APPENDIX B (continued) | **Exit/Monitor Status Documentation**
(for Students meeting qualifications to exit EL Services)

MONITORING, continued					
Start Date		**Date of Parent Notification**		**Expected date for CONCLUSION OF MONITOR STATUS** *(Mimimum of 4 years)*	

REPORT CARD AND STATE ASSESSMENT RESULTS

YEAR 3				
Grade level:	School Name:			
	Q1	**Q2**	**Q3**	**Q4**
ELA				
Math				
Science				
Social Studies				
Other				
Other				
State Assessment Results:				
Is student on track to graduate on time? ☐ Yes ☐ No				

YEAR 4				
Grade level:	School Name:			
	Q1	**Q2**	**Q3**	**Q4**
ELA				
Math				
Science				
Social Studies				
Other				
Other				
State Assessment Results:				
Is student on track to graduate on time? ☐ Yes ☐ No				

If the information on this form indicates that the former EL student is struggling, indicate steps that will be taken to support the student and the results:

- ☐ Student was referred for intervention services (appropriate documentation must be completed)
- ☐ Student was referred for Counseling
- ☐ Student was referred for rescreening for EL services. In order for students to be re-entered in the EL program, they must retake the LAS Links placement test and meet qualifications. **(This should only be done if language is considered the primary cause for academic struggles.)**

COMMENT(S)(Indicate steps taken to support the student):

Policy IK: Limited English Proficiency Instruction - Appendix D

Policy IK: Limited English Proficiency Instruction **Status:** ADOPTED

Original Adopted Date: 12/14/2017 | **Last Revised Date:** 10/12/2023

LIMITED ENGLISH PROFICIENCY INSTRUCTION

The Amite County 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 voluntary and requires written parental permission.

IDENTIFICATION

Students who meet any one or more of the following criteria shall be identified as being limited in English proficiency. A student who:

1. Was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; **or**
2. Is a Native American or Alaskan Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency; **or**
3. Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; **and**
4. Who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our 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.

ENROLLMENT

Every public school in the United States is required to provide a free and equitable education to all school age children who live within the boundaries of the Local Educational Agency (LEA), regardless of immigration status. Several laws protect the rights of English Learners (ELs) and their families, particularly during the enrollment process. These protections are provided because many EL students' levels of transiency and lack of English proficiency make them a particularly vulnerable population.

When enrolling students, LEAs may not request information from students or their parents or guardians in order to deny access to public schools on the basis of race, color, or national origin.

Parent(s) or Legal Guardians(s) must be present when enrolling the child. A child will not be enrolled if a parent or legal guardian is not present at the time of enrollment.