

DRAFT

PARENT RIGHTS AND LIMITED ENGLISH PROFICIENT (LEP) STUDENT PROGRAM PLANS

Under Title III of the No Child Left Behind Act, parents have a right to know the progress of their child's education. The Department of Public Instruction (DPI) recommends that school districts document information on students in the form of a plan that is updated annually. LEP students have a right to accommodations, modified curriculum, modified grades, and support services based on need and level of English language proficiency. This plan would document any services or accommodations being provided. It would also assist in providing assessment information for annual reporting of student progress and developing instructional objectives for classroom teachers.

The instructional plan for limited English proficient (LEP) students should be developed in cooperation with the student's English as a Second Language (ESL), English Language Learner (ELL) or Bilingual Education teacher, classroom teachers, and any other educational personnel involved with instruction.

The student plan should address the following:

- Information on student's language instructional program, including:
 - Model district has chosen;
 - Method of instruction;
 - Services being provided, including specific instructional methods, accommodations, and modifications to be used with student;
 - Standards and benchmarks addressed in instruction.
- Assessment information, including:
 - Level of English language proficiency;
 - Testing data and other assessment data from portfolio on reading, writing, speaking, and listening;
 - Progress towards meeting standards;
 - Academic achievement information.
- Other information related to instruction.

TITLE III REQUIREMENTS FOR PARENTS

Parents or guardians must be informed of:

1. The reasons for identifying their child as being limited English proficient and for placing their child in a language instruction educational program for LEP students;
2. The child's level of English proficiency, including how the level was assessed and the status of the child's academic achievement;
3. The method of instruction that will be used in the program, including a description of other alternative programs;
4. How the program will meet the educational strengths and needs of the child;
5. How the program will help the child learn English and meet academic achievement standards;
6. The program exit requirements, including the expected rate of transition and the expected rate of graduation from secondary school;
7. How the program will meet the objectives of an individualized education program for a child with a disability; and
8. Their rights, including written guidance that
 - Specifies the right that parents have to have their child immediately removed from a language instruction educational program upon their request,
 - Describes the options that parents have to decline to enroll their child in such a program or to choose another program or method of instruction, if available, and
 - Assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

LIMITED ENGLISH PROFICIENT (LEP) STUDENT PLAN

Student Name (and ID number if available)	Date of Birth
Grade	Date of Original Enrollment
School	Homeroom Teacher
Home Language	Student Language Proficiency Level (1 - 4)

Language Proficiency Assessment Data

Language Proficiency Test Used	Date Tested
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English Language Proficiency Test Information

Portfolio Language Proficiency Information

Domain	Domain
Speaking	Speaking
Listening	Listening
Reading	Reading
Writing	Writing
Composite	

Home Language Proficiency Information

Statewide Achievement Assessment Information

Skill	
Reading/Language Arts	
Math	
Science (beginning 2007-08)	

Goals, targets and Standards to be Addressed in Instructional Plan

Specific Accommodations

Team Members	Position
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Date