

Blackfoot School District #55

Parent Notification on Language Instruction Educational Program (LIEP) [Identification/Screen Out]

For _____

Dear Parent/Guardian,

Upon enrollment, a language other than English was noted on your student's Home Language Survey (HLS) prompting a screening of his/her English language proficiency as required by the Office for Civil Rights and Title III, Part A. Once a student qualifies and enters the district LIEP, an annual assessment of English language proficiency is administered to determine his/her level of English proficiency. Title I requires our district/charter to notify you regarding the identification and placement of your child in our district LIEP. Based on the grade-level appropriate English language proficiency screener that your child was given, your child's results are as follows:

Is **identified** as an English Learner (EL) and qualifies to receive EL services based on their [WIDA Screener for Kindergarten or WIDA Screener] results.

Has **screened out (SO)** and will not be placed in the district LIEP because they met the Idaho Screen Out (SO) Criteria on the [WIDA Screener for Kindergarten or WIDA Screener].

| Screener Name | Date of Assessment | Scores |
|---|--------------------|---|
| <input type="checkbox"/> WIDA Screener for Kindergarten | | Oral Language: Literacy: Listening: Speaking Reading: Writing: |
| <input type="checkbox"/> WIDA Screener | | Listening: Speaking: Reading: Writing: Composite: |

Academic Achievement Information: [Additional information regarding the student's current academic achievement (Statewide or district wide assessments, classroom grades, etc.)]

Idaho's Screen-Out Criteria:

WIDA SCREENER FOR KINDERGARTEN

| First Semester Kindergarten | Second Semester Kindergarten | First Semester Grade 1 |
|--|---|---|
| <ul style="list-style-type: none">• ≥ 5.0 Oral Language Proficiency Level• ≥ 4.0 Listening Proficiency Level• ≥ 4.0 Speaking Proficiency Level | <ul style="list-style-type: none">• ≥ 5.0 Oral Language Proficiency Level• ≥ 4.0 Listening Proficiency Level• ≥ 4.0 Speaking Proficiency Level• ≥ 2.0 Literacy Score | <ul style="list-style-type: none">• ≥ 5.0 Oral Language Proficiency Level• ≥ 4.0 Listening Proficiency Level• ≥ 4.0 Speaking Proficiency Level• ≥ 4.0 Literacy Score |

Note: First semester kindergarten students are only required to complete the Listening and Speaking portions of WIDA Screener for Kindergarten.

WIDA SCREENER

| Second Semester Grade 1 – Grade 12 |
|--|
| <ul style="list-style-type: none">• ≥ 5.0 Overall Proficiency Level Score• ≥ 4.0 Listening Proficiency Level• ≥ 4.0 Speaking Proficiency Level• ≥ 4.0 Reading Proficiency Level• ≥ 4.0 Writing Proficiency Level |

BLACKFOOT SCHOOL DISTRICT'S LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP) DESCRIPTION AND GOALS

The goal of Blackfoot's LIEP for English learners (EL) is to provide effective language development instruction for all EL students to become fully proficient in the English language and have language sufficient to meet the same challenging state academic content standards as all children are expected to meet.

Based on your child's English proficiency test scores he/she shall receive instruction in our –

- [Insert name, description of LIEP, methods of instruction, and the type of language supports offered].
- [How will the LIEP meet educational strengths and needs of the child and help the child achieve English language proficiency, and meet academic standards?]

Our district/charter will use the English language proficiency results detailed on the previous page, to tailor instruction to meet the linguistic and academic strengths and needs of your child. An English Learner Plan (ELP) may be written by district EL staff to detail the appropriate services and accommodations that your child qualifies for. An ELP plan is required to be written if he/she qualifies for assessment supports (including but not limited to classroom and ISAT assessments). Your input in the creation of this plan is important to your child's teacher(s) and your child's education.

EL Students with Disabilities

If your child is a student with a disability which requires an Individualized Education Plan (IEP) or a 504 Plan, the language instruction education program will be utilized in coordination with your child's existing plan to meet his/her annual goals.

- [How will the LIEP program help support the student to meet annual goals in the child's IEP?]

Exiting and Graduation

Idaho's current exit criteria for exiting LIEP services is measured by the summative English language proficiency assessment ACCESS 2.0 or Alternate ACCESS.

- Exit Criteria for ACCESS: Composite PL \geq 4.2 AND PL \geq 3.5 in EACH domain of Listening, Writing, and Reading, AND a PL \geq 1.0 in the Speaking domain.
- Exit Criteria for Alternate ACCESS: Composite PL of P2.

Based upon your child's scores and the services provided [what is the child's expected rate of transition to a classroom not tailored for EL students and expected graduation rate?].

Questions or Concerns

If you have any concerns about the services provided for your child or would like to learn about other LIEP support service options available, please do not hesitate to contact [EL Coordinator or School Contact Person].

Parents/guardians have the right to decline EL services but does not remove any EL designation or the federal requirement of having him/her annually assessed for English Language Proficiency. A Waiver of EL Services form must be signed, dated, and filed yearly in the student's EL cumulative folder. Please contact [EL Coordinator or School Contact Person] if you wish to decline your child's participation in LIEP services.

Thank you,

[EL Program Coordinator]
