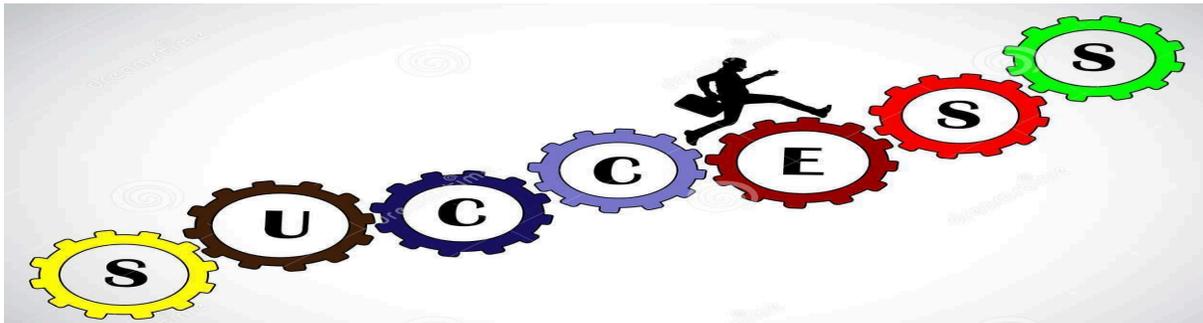


# TITLE 1

## PARENT & DATA REPORTING HANDBOOK



=



2024-2025

## White Lake School District

This mission statement of the White Lake School District 1-3 is as follows: "WE ARE HERE TO HELP YOU LEARN AND BE SUCCESSFUL". --The White Lake Staff

<b>TITLE I SCHOOLWIDE PROGRAM AT WHITE LAKE ELEMENTARY</b>	<b>2</b>
<b>PARENTAL INVOLVEMENT</b>	<b>3</b>
<b>COMMUNICATION</b>	<b>3</b>
<b>PARENTS RIGHT TO KNOW</b>	<b>4</b>
<b>TITLE 1 COMPLAINT PROCEDURE</b>	<b>4</b>
<b>WHITE LAKE SCHOOL DISTRICT 1-3 Title 1 DISTRICT PARENT INVOLVEMENT POLICY</b>	<b>6</b>
Introduction:	6
District Expectations:	6
District Parental Involvement Policy Components:	7
<b>WHITE LAKE ELEMENTARY SCHOOL TITLE 1 -PARENT INVOLVEMENT POLICY</b>	<b>8</b>
INTRODUCTION:	8
PARENTS RIGHT TO KNOW:	8
PARENTAL INVOLVEMENT POLICY	8
<b>WHITE LAKE SCHOOL-PARENT COMPACT</b>	<b>10</b>
SCHOOL DISTRICT RESPONSIBILITIES	10
PARENT RESPONSIBILITIES	10
STUDENT’S RESPONSIBILITY	11
<b>Reporting and Notification Requirements</b>	<b>12</b>
Individual Student Results	12
State, District, School, and NEAP Report Cards	12
Parents Right to Know Qualification Notice	12
<b>Transportation Plan for Student Placed in Foster Care</b>	<b>13</b>
Sequence	13
Options	13
Funding	14
<b>McKinney-Vento Homeless Rights Policy</b>	<b>15</b>
<b>McKinney-Vento Dispute Resolution Policy</b>	<b>16</b>
<b>Home Language Survey</b>	<b>19</b>

Title I is a federally funded program designed to improve educational opportunities by providing aid to elementary and secondary education. The intent of Title I is to expand learning opportunities while supplementing basic skills instruction in reading and math. This program serves students who have need of improving their reading and/or math skills.

The goals of the Title I program are to:

- Develop positive attitudes towards reading/language arts and math
- Individualize reading/language arts and math instruction according to student needs
- Increase reading/language arts and math achievement
- Increase student self-esteem
- Involve children with parent(s) in reading/language arts and math activities at school and at home

## **TITLE I SCHOOLWIDE PROGRAM AT WHITE LAKE ELEMENTARY**

The Title I Schoolwide Program at White Lake Elementary has been designed to improve the educational success for all students enrolled within the program. Based on the assumption that all children are capable of learning and that student achievement is in direct correlation to expectations set, the following goal has been set: to emphasize improved reading, math, and language arts outcomes by providing support to students in these areas as higher standards of learning are implemented.

The Title I Schoolwide Program is designed to reach as many students as possible providing them with the opportunities and support needed to achieve higher standards of performance within the classroom. Individual or small group help is provided to students who are “struggling” with a given concept – determined by the classroom teacher through the use of pre/post testing, benchmark and progress monitoring, skill checklists, behavior checklists, daily work, and informal observations.

On-going evaluation of the Schoolwide Program will be determined by the following criteria:

- How are students performing in relation to what others at their grade level are expected to know and do?
- What kind of school wide changes are necessary to support achievement of State Standards?
- Is the program designed to address the needs of students who attend the school over the entire year?

The Schoolwide Program includes the following components:

1. A comprehensive needs assessment that is based upon student performance in relation to the State Standards and Student Performance Standards.
2. Implement Schoolwide reform strategies that:
  - a. Provide opportunities for all students to show growth towards proficiency and advanced level of performance.
  - b. Are based on researched-based programs as a means to increase student achievement

c. Address the needs of all students, but particularly the needs of students who fall within the targeted populations in the areas of math and reading and address how the school will determine if these needs are met.

3. Instruction by highly qualified staff.
4. Professional development opportunities designed to provide key players with the knowledge to implement strategies designed to increase student achievement.
5. Strategies to increase parental involvement.
6. Provide transition opportunities for preschool students to kindergarten.
7. Provide assessments to ensure that students who are having difficulty in the areas of math and reading are provided with effective and timely assistance.

Education is constantly changing. As we change standards, assessments, curriculum, materials used, and the teaching methods implemented within the classroom, needs change. The White Lake Schoolwide Program is a plan in progress, which needs to be refined as needed. A copy of the White Lake Schoolwide Plan is available for public review in the Elementary Principal's Office and the Superintendent's office.

## **PARENTAL INVOLVEMENT**

The district's philosophy states that people are our most valuable resource and that every child is unique. We further believe that the education of our children can best be attained through a joint effort between school and home. Parents have a distinct obligation to impart or to have imparted firm moral convictions to which their child(ren) can anchor their life at home, supplemented and extended in the school.

Parental involvement is an extremely important aspect of the District's Title 1 Schoolwide Program. Parents know their children best and want to see them succeed. Research has shown that parental involvement strengthens student success within the classroom. Parents provide a valuable resource for staff to gain in-site as to their child's abilities, interests, and ways of learning.

Parental Involvement means the participation of parents in a regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school;
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child(ren).

## **COMMUNICATION**

Communication is a vital part of any program. The White Lake School Staff will make every effort to communicate with parents on a regular basis concerning their child's progress throughout the

# PARENTS RIGHT TO KNOW

According with the Elementary and Secondary Education Act, Section 111 (h) (6)

PARENTS-RIGHT-TO-KNOW, our Title 1 school is required to notify each parent of their right to request and receive information in a timely manner regarding the professional qualifications of their child's classroom teachers. This information regarding the professional qualifications of their child's classroom teachers shall include the following:

- If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught.
- If the teach is teaching under emergency or temporary status in which South Dakota qualifications and licensing criteria are waived.
- The teacher's baccalaureate degree major, graduation certification and field of discipline.
- Whether the student is provided services by paraprofessionals, and if so, their qualifications.

The White Lake School District will provide parents timely notice if and/or when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

## TITLE 1 COMPLAINT PROCEDURE

LEGAL REFERENCE: South Dakota Executive Order 81-08  
Federal Title IX (1972 Education Amendments)

In the event that a parent, or the parent advisory council, teachers, or other concerned organizations should have a complaint concerning violation of the Title 1 program, the following procedures are to be followed to satisfy said complaint:

- Within five (5) days of the occurrence of said complaint, the persons having the complaint will notify the LEA Title 1 director, in writing, of all complaints. Within five (5) days of receiving the notice of the complaint, the Title 1 director will respond, in writing, of the complaint, setting up a time and date to visit with the complainant.
- If the above meeting does not solve the problem, the complainant may within three (3) days notify the elementary principal of the problem and ask for a meeting to discuss the problem. Within three (3) days of receiving the request, the principal will set up a meeting with the complainant.
- If satisfaction is still not forthcoming, the complainant may, within three (3) days, request in writing, a meeting with the Superintendent of Schools. The Superintendent will in return notify the complainant of the time and date of such meeting within three (3) days of receiving the request.
- Should the complainant still not be satisfied, the complainant may appeal the LEA's decision to the SEA within thirty (30) days of receipt of the written decision of the LEA.

The complainant or complainants may present evidence or questions to parties concerned during any or all of the previously mentioned steps.

The complaint procedure will be disseminated upon request to all interested parties including all district and school advisory councils.



The White Lake School District 1-3 does not discriminate in its employment policies and practices, or in its educational programs on the bases of race, color, creed, religion, age, sex marital status, disabilities, national origin, or ancestry.

Inquiries concerning the application of Title VI, Title IX, or Section 504, Affirmative Action, and the American with Disabilities Act may be referred to:

White Lake School District 1-3  
Superintendent of Schools  
PO Box 246  
White Lake, SD 57383  
(605)249-2251

OR

Regional Director  
Department of Education  
Office of Civil Rights  
1244 Spear Blvd  
Suite 310  
Denver, CO 80202-3582

# WHITE LAKE SCHOOL DISTRICT 1-3 Title 1 DISTRICT PARENT INVOLVEMENT POLICY

## Introduction:

In support of strengthening student academic achievement, the White Lake school District receives Title 1, Part A funds. Title 1 is a federally funded program designed to improve educational opportunities by providing aide to elementary and secondary education. The intent of Title 1 is to expand learning opportunities while supplementing basic skills instruction in reading and math. This program serves students who have need of improving their reading and/or math skills. As part of the program, we will jointly develop, agree on with, and distribute to, parents of participating children a written parent involvement policy. This policy establishes the district's expectations for parental involvement and describes activities and opportunities for parents within the district.

The goals of the Title 1 program are to:

- Develop positive attitudes towards reading/language arts and math
- Individualize reading/language arts and math instruction according to student needs
- Increase reading/language arts and math achievement
- Increase student self-esteem
- Involve children with parent(s) in reading/language arts and math activities at school and at home

## District Expectations:

As stated in our district's philosophy, we believe every child is unique. We also believe that the education of our children is a shared responsibility between home and school.

Parental involvement is an extremely important aspect of the District's Title 1 Schoolwide Program. Parents know their children best and want to see them succeed. Research has shown that parental involvement strengthens student success within the classroom. Parents provide a valuable resource for staff to gain is-site as to their child's abilities, interests, and ways of learning.

Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:

- The parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school;
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

## **District Parental Involvement Policy Components:**

1. The White Lake School District will take the following actions to involve parents in the joint development of its district-wide parent involvement plan:
  - Parents of students will have the opportunity to evaluate the district's parent involvement policy through the use of a bi-annual survey.
  - Parent Advisory Committees (PAC) will be established when needed for specific time and purpose, and will be under the supervisory control of the superintendent or designee. The PAC will help with the planning, reviewing, and improvement of the district's Title 1 Schoolwide Program.
  
2. The White Lake School District will take the following actions to provide the coordination, technical assistance, and other support necessary to assist the district's Title 1 schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - Identify a district Schoolwide Title 1 coordinator to oversee the district's program
  - Plan school activities for times convenient for parents
  - Establish lines of communication

# **WHITE LAKE ELEMENTARY SCHOOL TITLE 1 -PARENT INVOLVEMENT POLICY**

## **INTRODUCTION:**

In support of strengthening student academic achievement, the White Lake school District receives Title 1, Part A funds. Title 1 is a federally funded program designed to improve educational opportunities by providing aide to elementary and secondary education. The intent of Title 1 is to expand learning opportunities while supplementing basic skills instruction in reading and math. This program serves students who have need of improving their reading and/or math skills. As part of the program, we will jointly develop, agree on with, and distribute to, parents of participating children a written parent involvement policy. This policy establishes the district's expectations for parental involvement and describes activities and opportunities for parents within the district.

The goals of the Title 1 program are to:

- Develop positive attitudes towards reading/language arts and math
- Individualize reading/language arts and math instruction according to student needs
- Increase reading/language arts and math achievement
- Increase student self-esteem
- Involve children with parent(s) in reading/language arts and math activities at school and at home

## **PARENTS RIGHT TO KNOW:**

Parents have the right to know the qualifications of his/her child's teacher(s). Please contact the school's principal for this information, if you so desire.

## **PARENTAL INVOLVEMENT POLICY**

### **STATEMENT OF PURPOSE:**

The White Lake School District is committed to the goal of providing quality education for every student within the district and recognizes that some students may need the extra assistance available through the Title 1 program. It also recognizes the extremely important role a parent plays in the educational success of a student. As such, this Parent Involvement Policy has been established to promote parental involvement within the school.

**PARENT ADVISORY COMMITTEE (PAC):**

The White Lake School District recognizes that one of the best methods to maintain positive communication with parents, and to establish sound public relations, is through temporary Parent Advisory Committees. These committees will be appointed when needed for specific time and purpose, and will be under the supervisory control of the superintendent or designee. Parents will be notified of PAC meetings through phone calls, newsletter, and e-mail communication. The PAC will help with the planning, reviewing, and an improvement of the Title 1 program.

**TYPES OF PARENTAL INVOLVEMENT:**

Parents can become involved with their child's education in many ways. The White Lake School District values the at-home contributions of families, and those that take place at school. Reading to students at home, helping with homework, and discussing the day's activities over the dinner table are as important as volunteering at school.

The White Lake School District will work to assist parents in understanding the academic standards, help parents work with their child(ren) to raise achievement, and plan activities throughout the year for families.

**TITLE 1 PARENT INVOLVEMENT GUIDELINES:**

The Board believes that activities to increase involvement are a vital part of the Title 1 Program. Parents will have an opportunity to design, implement, evaluate, and suggest changes to improve the program. Components of the Title 1 Program include parental notification, parental in-service, student program reports, parent-teacher conferences, parent visitation, parent advisory committees, meetings, in-service for teachers, announcements, and policy dissemination.

A copy of the Title 1 handbook will be distributed to all families who have a child in the program. The handbook and Title 1 Consolidated Application are on file in the office.

# WHITE LAKE SCHOOL-PARENT COMPACT

## SCHOOL DISTRICT RESPONSIBILITIES

The White Lake School District will:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Teachers will utilize textbooks, guided reading strategies in grades PreK-5, MAPs Testing, SD Interim Assessments, and supplemental materials to ensure that all students master the South Dakota State Standards for their grade level. Every effort is made to make certain that curriculum is chosen to directly correlate to the SD Content Standards. Teachers and staff will provide an environment conducive to learning, provide meaningful and appropriate homework activities, maintain open lines of communication with the student and his/her parents, and demonstrate professional behavior and a positive attitude.
- **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held two times during the school year. The first conference will be held shortly after the end of the first quarter and the second conference will be held shortly after mid-term of the third quarter.
- **Provide parents with frequent reports of their children's progress.** Specifically, the school will provide reports to parents at the end of each quarter, as well as, providing parents with student deficiency reports when the need arises in grades PreK-5. Parents will have continuous access to the Infinite Campus Parent Portal which will include their child's daily assignments and grades for each subject area. Those grades will be updated a minimum of once a week.
- **Provide parents reasonable access to staff.** Staff will be available for consultation with parents before and after school. They may be available during their planning time by appointment. Teachers will make every effort to find a time to meet with a parent at the convenience of the parent.

## PARENT RESPONSIBILITIES

**As parents, we will support our children's learning in the following ways:**

- Seeing that my child attends school regularly and on time.
- Let the teacher know if my child has any problems with learning.
- Work with my child to ensure that all homework assignments are completed.
- Taking an active role in my child's life by talking to him/her about school issues.
- Volunteering in my child's classroom.
- Encouraging my child to read at home and challenging themselves academically.
- Read to my child 20 minutes a day.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time by monitoring TV time, computer time, game system time, etc.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory teams.
- Showing respect and support for my child, the teacher, and the school.

## **STUDENT'S RESPONSIBILITY**

**As a student, I will share the responsibility to improve my academic achievement by:**

- o Always try to do my best in my school work and in my behavior.
- o Completing my homework every day and asking for help when I need it.
- o Sharing all notices and information received by me from my school every day.
- o Attending school regularly.
- o Conforming to rules of student conduct.
- o Taking pride in my school.
- o Respecting and working cooperatively with my teachers and classmates.

# Reporting and Notification Requirements

## Individual Student Results

The South Dakota Department of Education recommends that districts determine the best way to communicate individual student level results with parents/guardians. Individual student results must be disseminated in a method that ensures all parents/guardians receive the results and in an understandable format.

Once all students in the district are done testing, the district waits for all of their scores to come in. The district then prints off the scores with a parent letter and instructions on how to read the score. The district then mails these items to the families by the end of May.

## State, District, School, and NEAP Report Cards

Districts must ensure that all parents have been given access to Report Card information and be able to document it. All the State, District and School information required to be disseminated is available in the Report Card produced by the South Dakota Department of Education.

All state, district, school and NEAP report card information can be found the following link as a part of the school website: <https://whitelake.k12.sd.us/StateReports/Assessments.htm>

## Parents Right to Know Qualification Notice

Parents may request information regarding the professional qualification of their children's classroom teachers. The District will provide a response to the parents' request in a timely manner. The request can be made to the building principal or superintendent. Parents may be provided timely notice that their children have been assigned or have been taught for four or more consecutive weeks by teachers who are not highly qualified. If a parent makes request for this information, the district will provide: \*Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; \*Whether the teacher is teaching under "authority to act" status; \*The Baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher and the field of discipline of the certification of degree; \*Whether the child is provided services by paraprofessionals and, if so, their qualifications. The notice and all information provided to parents will be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

# Transportation Plan for Student Placed in Foster Care

## Sequence

1. When a student is placed in foster care or changes residence while in foster care, the Child Protective Services (CPS) worker must notify the school district contact person. If the new residence is not in the same school district, the district's Point of Contact (POC) must be notified.
2. If necessary, the district's POC can notify the Site of Origin (SOO) transportation designee.
  - a. The POC should provide the student's name, current school, new residence address, and whether the student has an IEP with specialized transportation.
  - b. The SOO transportation designee identifies potential ways that the child could be transported (see list of options below).
3. The CPS worker and the district POC share their information. The joint decision is made by the CPS worker and district POC.
4. If the decision is that the student will remain in the current school, the district POC can notify the SOO transportation designee, who then assists in arranging transportation to and from school.

## Options

Multiple factors will be considered and addressed when determining transportation options for these students, including: safety for the student and other students being transported; student's age; length of commute; and distance. Information from the SOO transportation designee about these factors will be provided, do that the plan will be in the best interest of the child and include consideration of cost-effective measures.

The following options can be considered to provide SOO transportation:

1. Existing transportation can be modified slightly to accommodate the new address such as:
  - a. An existing bus route can be used.
  - b. An existing bus route can be modified slightly to accommodate the new address.
  - c. Specialized transportation offered to other students can be accessed, such as:
    - i. School District car
    - ii. Public transportation;
2. The CPS worker also should explore options outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes.

## Funding

If the White Lake School District can offer an existing means of transportation at no additional cost, CPS will not be charged.

CPS and the White Lake School District can work together, as described above, to provide a form of transportation that best meets the child's needs. CPS will explore different funding sources to assist with transportation. The school district's Title 1, Part A funds may be used to assist with excess transportation costs if funds exist after covering mandated responsibilities (such as transportation for students experiencing homelessness).

If the student has an IEP that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on South Dakota's special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE.

# McKinney-Vento Homeless Rights Policy

White Lake School District

Policy on Enrollment, Transportation, School of Origin, and Elimination of Barriers for Children or Youth Experiencing Homelessness including Unaccompanied Youth

The White Lake School District Policy is to:

- Ensure the immediate enrollment of children or youth experiencing homelessness until all enrollment records may be secured, i.e. academic records, medical records, proof of residency, or other documentation.
- Keep a child or youth experiencing homelessness in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian.
- Ensure the elimination of stigmatization or segregated services and the elimination of other identified barriers for homeless children and youth.
- Provide children or youth experiencing homelessness with services comparable to services offered to other students in the school building included the following:
  - Transportation services
  - Educational service for which the child or youth meets eligibility criteria, such as services provided under Title 1 of the Elementary and Secondary Education Act of 1965 or similar state or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency.
  - Programs in vocational and technical education.
  - Programs for gifted and talented students.
  - School nutrition programs.
  - Free and reduced lunch programs.

# McKinney-Vento Dispute Resolution Policy

White Lake School District

Dispute Resolution Policy Pertaining to Homelessness eligibility and school of origin

Disputes filed with the White lake School District are to be investigated and attempted to be resolved in a timely manner following these procedures:

- White Lake School District/McKinney Vento Liaison takes an action pertaining to the eligibility, enrollment or school placement.
- Parent, guardians for unaccompanied youth should file a dispute within 10 district business days, (suggest), of written notice of the eligibility, enrollment, or school placement decision by the district.
- The district may have two levels of hearings; one through the superintendent and on to the school board. Because the district's liaison for homeless students has the role of assisting and supporting the parent, guardian, or unaccompanied youth during the dispute process, he or she should not be named as the superintendent's designee for this purpose.
- Disseminating procedures to the district school board.
- Notifying the SD DOE within 5 district business days of receipt of written disputes concerning McKinney-Vento complaints is considered a necessary information sharing mechanism.
- The district must conduct timely investigation and processing of disputes within 10 district business days, with an additional 5 district business days, if exceptional conditions exist.
- Dissemination written dispute finding and resolutions to all parties to the dispute and the district school board. Privacy is a priority.
- Appealing to the South Dakota Department of Education within 15 distinct business days is a right of the parent, guardian or unaccompanied youth.

go to <https://does.sd.gov/title/McKinneyVento.aspx>

# McKinney-Vento Program Intake Form

## Intake Form - McKinney -Vento Program

(Complete with Assistance from the District Liaison or Building Staff)

Student Name: \_\_\_\_\_ Student # \_\_\_\_\_ Grade \_\_\_\_\_ Gender \_\_\_\_\_ Age \_\_\_\_\_

Current School or Last Attended \_\_\_\_\_ Enrolled in School  yes  no Date of Birth \_\_\_\_\_

Current Address: \_\_\_\_\_ Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

**Please list all siblings or other children in the home (use the reverse side, if necessary):**

Name	Student #	Grade	Age	School (if not enrolled, please indicate)

### Student's Living Situation – Check all that apply

<input type="checkbox"/>	In a Shelter – give the name of the shelter _____
<input type="checkbox"/>	Unsheltered – Living in a car, park, campsite, camper, abandoned building, or other location
<input type="checkbox"/>	Doubled – Up - living with others in their home or apartment because of loss of housing, economic hardship, or similar reason
<input type="checkbox"/>	Motel/Hotel – give the name of the hotel or motel _____
<input type="checkbox"/>	Unaccompanied Youth not living with a parent or guardian
<input type="checkbox"/>	Transitional Housing
<input type="checkbox"/>	Migrant – Has your family moved in the last 3 years to seek work as a laborer in any type of farming?
<input type="checkbox"/>	Child temporarily placed with relative or friend
<input type="checkbox"/>	Is your current residence a temporary living situation? <input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Is your living arrangement due to the loss of housing or economic hardship? <input type="checkbox"/> Yes <input type="checkbox"/> No

**Please check the following services that are needed or desired at this time: Services may be requested later also.**

<input type="checkbox"/>	Free Breakfast/Lunch	<input type="checkbox"/>	Tutoring or Mentoring
<input type="checkbox"/>	Transportation	<input type="checkbox"/>	After-School Programs
<input type="checkbox"/>	Clothing or Shoes/Uniform for School	<input type="checkbox"/>	Special Education
<input type="checkbox"/>	School Supplies	<input type="checkbox"/>	Gifted/Talented Services
<input type="checkbox"/>	Counseling	<input type="checkbox"/>	LEP/Bilingual Assistance/Program
<input type="checkbox"/>	Medical/Dental Referral	<input type="checkbox"/>	Community Resources – Food Pantry, Housing, Safety
<input type="checkbox"/>	Vision Referral	<input type="checkbox"/>	Missing Records (check the ones that apply)
<input type="checkbox"/>	Medicaid Assistance – Food Stamps	<input type="checkbox"/>	Birth Certificate
<input type="checkbox"/>	Preschool	<input type="checkbox"/>	Immunization/Medical Records
<input type="checkbox"/>	Head Start Referral	<input type="checkbox"/>	Prior Academic Records
<input type="checkbox"/>	Birth to 3 Referral	<input type="checkbox"/>	Guardianship Issues

Under penalty of perjury under the laws of this state, I declare that the information provided here is true and correct and of my own personal knowledge and that, if called upon to testify, I would be competent to do so. I confirm that I received a copy of my Rights.

**Parent/Guardian/Unaccompanied Youth Signature:** \_\_\_\_\_

Date: \_\_\_\_\_

**Building/District Liaison Signature:** \_\_\_\_\_

Date: \_\_\_\_\_

**Additional Children/Siblings**

***Please list all siblings or other children in the home (continued):***

Name	Student #	Grade	Age	School (if not enrolled please indicate)

**Additional Information about Services or Additional Services:**

**Additional Information or Comments from Parent/Unaccompanied Youth:**

**Additional Information or Comments from District Staff:**

Office Use		
Know Your Rights Brochure was Provided?	Yes	No
How was this Document sent to the District Liaison? (Must be Sent Immediately.)	Mail	Fax

# Home Language Survey

## ENROLLMENT CARD FOR WHITE LAKE SCHOOL

NAME of Student \_\_\_\_\_ Date of Birth \_\_\_\_\_

PARENTS \_\_\_\_\_

Address/City/Zip \_\_\_\_\_

### Contact Information for Parents/Guardians

Home # \_\_\_\_\_ Cell Phone # (Mom) \_\_\_\_\_ Cell Phone # (Dad) \_\_\_\_\_

Fathers Work Number \_\_\_\_\_ Mothers Work Number \_\_\_\_\_

Fathers Occupation \_\_\_\_\_ Mothers Occupation \_\_\_\_\_

Parents E-Mail Address \_\_\_\_\_

### EMERGENCY INFORMATION

*If parents cannot be located in case of emergency, who should the school contact?*

Name: \_\_\_\_\_ Phone Number(s) \_\_\_\_\_ Relationship \_\_\_\_\_

### PHYSICIAN/DOCTOR INFORMATION

Family Doctor/Address/Phone # \_\_\_\_\_

### STORM ADDRESS:

*If you ride the school bus, do you have a place to stay in case of a storm? (must live in town)*

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

### HOME LANGUAGE:

**RACE:** \_\_\_\_\_

What is the language most frequently spoken at home? \_\_\_\_\_

Which language did your child learn when he/she first began to talk? \_\_\_\_\_

What language does your child most frequently speak at home? \_\_\_\_\_

What language do you most frequently speak to your child? \_\_\_\_\_