



UNION COUNTY SCHOOL DISTRICT

Building A More Perfect UNION

English Learner Service Plan

Vision of Union County School District

“Building the Future One Child At A Time”

Mission of Union County School District

The Union County School District is a leader in educational excellence, which strives to provide opportunities for the academic success of its students while inspiring high expectations for all in a safe and orderly environment.

Purpose of the English Learner Service Plan

To provide guidance with the instruction of students identified as English Learners.

Definition of English Learner (EL)

According to Public Law 107-110, Title IX, Part A, Section 9101, a "limited English proficient" student, also called an English Learner (EL) is defined as a student:

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- who was not born in the United States or whose native language is a language other than English;
- who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- 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
- 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
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - the ability to meet the State's proficient level of achievement on State assessments;
 - the ability to successfully achieve in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society.

Enrolling English Learners

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 ELs and their families, particularly during the enrollment process. These protections are provided because many ELs'

levels of transiency and lack of English proficiency make them a particularly vulnerable population.

Union County School District will enroll all students regardless of their or their parents' or guardians' actual or perceived citizenship or immigration status.

When enrolling students, Union County School District will 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.

All potential English Learners residing within the Union County School District will be allowed to attend school, even if they are unable to present a birth certificate, social security number, or immigration documentation. If immunization records are not available from the previous school or doctor, students can begin the immunization series at the local health department.

Home Language Survey

A Home Language Survey (HLS) must be completed for each student registering for enrollment in a school in Mississippi. The HLS is a tool given to ***all new entering students*** used to identify students who may not be proficient in English.

The HLS must include the following questions:

- What is the dominant language most often spoken by the student?
- What is the language routinely spoken in the home, regardless of the language spoken by the student?
- What language was first learned by the student?

If any response on the HLS indicates the use of a language other than English by the student or an individual in the home, further assessment using the MDE-adopted English language proficiency screener must be conducted to determine the student's English language proficiency level.

The completed HLS becomes part of the student's cumulative record and must be available for future reference. *A copy of the Union County School District adopted HLS is found at the end of this document.*

Placement Screener for English Learner Services

Union County School District will use the MDE-adopted English language proficiency screener in order to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. Potential ELs identified by the HLS during registration at the

beginning of the academic year must be assessed for English proficiency within **30 calendar days of enrollment**. Potential ELs who register after the beginning of the academic year must be assessed within **10 school days of enrollment**. The ELPT and its screener assesses the proficiency of students in all four domains (listening, speaking, reading, and writing). Those administering and scoring the screener must be certified teachers and receive some level of training in its administration. The LEA test security plan must describe who will administer and score assessments, and what training is required to ensure valid and reliable results. **The student's original screener must be placed in the student's cumulative record.**

Parent Notification

Since Union County School District receives Title I or Title III funds, it will provide written notification to parents or guardians of their children's recommended placement in English language services within 30 days of the start of the academic year (or within 10 days for later-arriving students.) Union County School District will provide guidance in a language parents or guardians can understand to ensure parents or guardians understand their child's rights, the range of English language services their child could receive, and the benefits of such services, ensuring the parent or guardian's decision to opt out is informed and voluntary. The notification must include all of the statutorily-required elements, including the right to opt out of all English language services. *A copy of the Union County School District English Learner Services Program Initial Placement, English Learner Services Program Continuing Placement letters, and Notification of Ineligibility of English Learner Services are found at the end of this document.*

Right to Opt Out of English language services

Any parent or guardian whose child is receiving or eligible to receive English language services has the right to decline or opt his or her child out of any or all English language services. **Union County School District will not recommend that a parent or guardian opt a child out of English language services for any reason.** The LEA must retain appropriate documentation to demonstrate that a parent or guardian knowingly and voluntarily opted his or her EL out of English language services. It is important to note that opting out of English language services does NOT affect a student's ability to participate in any other programs or services, such as special education services. If a parent or guardian decides to opt his or her child out of English language services, that child retains his or her status as an EL, until which time the student exits the program. Union County School District is obligated to take affirmative steps and appropriate action required by civil rights laws to provide the EL meaningful access to its educational program. Thus, Union County School District will periodically monitor the opted-out student's academic progress.

ELs who opt out of English language services must have their English language proficiency accessed yearly during the annual ELPT period. After it is determined that the EL no longer qualifies for English language services, Union County School District will continue to monitor the student for a period of four (4) academic years.

Placement in a Language Instruction Educational Program

After ELs have been identified using the MDE-adopted English language proficiency screener, Union County School District will provide them with appropriate language assistance services and programs. The primary instruction for ELs will be delivered within the general education classroom.

Union County School District uses a pull-out program to assist students with English language acquisition. **Instruction will be provided by a highly qualified teacher or a tutor under the direction of the EL Director/Teacher.** The Union County School District will make every effort to ensure that the English Learner teacher has the English as a Second Language (K-12) endorsement or be within the process of obtaining the endorsement. Any teacher or tutor providing English language services will meet all oral and communication skill requirements at the time of their employment.

The goal for ELs is that they attain fluency in English, master the state's academic content standards as demonstrated by proficiency on the state's required student assessments, and pass other state required tests. Research related to student placement and retention shows that **ELs should be placed age-appropriately in the mainstream classroom**, providing access to challenging, grade-level content instruction and the opportunity to interact with their English-speaking peers and is considered generally to be the least restrictive educational environment.

At the high school level, credits must be awarded based on transcripts provided by the students/parents/guardians, even if the coursework was taken in another country. If transcripts are in a language other than English, translations must be sought so the credits can be awarded.

Language Service Plan

The Mississippi Department of Education requires each student designated as an EL to have a Language Service Plan (LSP), which must be updated annually until the student has exited English language services. At which time, student progress will be monitored and documented on the LSP for a period of four (4) academic years. *A copy of the Language Service Plan for English Learners is found at the end of this document.*

Student Evaluation Team

Each school within the Union County School District will create a Student Evaluation Team (SET). The SET is composed of teachers (including the EL teacher), administrators, and parents or guardians. The SET will meet quarterly to evaluate the EL's progress and make necessary adjustments to LSPs. **The original LSP must be placed in the student's cumulative folder and a copy of the LSP must be provided to each teacher who works with the EL.**

Union County School District has adopted the LSP provided by the Mississippi Department of Education which contains the following information:

- Student's demographic information
- Date of first enrollment in a U. S school
- Academic achievements from the previous year
- Yearly ELPT scores
- Classroom accommodations
- State testing accommodations
- Signatures of SET members

English Language Proficiency Test

The MDE-adopted English language proficiency assessment or English Language Proficiency Test (ELPT) is a secure, large-scale English language proficiency assessment administered to ELs in grades kindergarten through 12th. This assessment is administered annually in the spring to monitor each EL's progress in acquiring proficiency in academic English.

The ELPT incorporates both English Language Arts (ELA) standards of the Mississippi College and Career Readiness Standards and the English Language Development Standards to measure each student's English language proficiency level and growth. The Direct Test Coordinator and/or School Test Coordinator in conjunction with the District EL Coordinator/ Director will ensure the ELPT is given to ALL students identified as ELs as well as follow all guidelines related to the assessment.

Accommodations on State Academic Assessments

Reasonable accommodations must be provided on assessments administered to ELs. In the current edition of the Mississippi Testing Accommodations Manual, accommodations are available for students who have been designated as English Learners.

If an EL cannot be assessed on the state-mandated ELPT in one or more domains due to a disability, and there is no appropriate accommodation, the student's English language proficiency will be calculated on the domains that can be assessed,

Exit Criteria for EL Students

On January 19, 2017, the Mississippi State Board of Education revised the ELPT score requirements for ELs to officially exit EL status and enter monitored status. Under the new policy, the student is required to obtain the following proficiency levels on the ELPT:

- Overall Proficiency of 4 or 5, and
- Reading Proficiency of 4 or 5, and
- Writing Proficiency of 4 or 5.

Monitored Students

After students have exited EL status, school districts must monitor their academic progress for a period of at least 4 academic years. Monitoring must be conducted and documented every quarter, with a Student Evaluation Team (SET) reviewing monitored students' grades, assessments, and other related data.

To re-enroll a student who has entered the monitored status into English language services, it must be determined that language acquisition is the area of deficiency. This is done by reviewing academic progress and the previous ELPT scores. A meeting in which the SET, parents/guardians, and student if appropriate, will take place to discuss the data collected in order to make the best decision for the student regarding additional services. The student may receive additional support from English language services in language acquisition through federal funds, not state funds, if the support is warranted. If evidence collected determines language acquisition is a contributing factor in the student's lack of academic progress, the student will be administered the ELPT screener. The student will only be re-enrolled in English language services if the screener determines that English proficiency was not achieved. If the student re-enters English language services, however, Union County School District will document the reasons why, and must obtain a parent's consent prior to reentry into English language services.

Where there is inadequate progress in an academic area, and language acquisition is not an area of deficiency, the student should receive additional support through the district's Multi-Tier Support System (MTSS). Data will be collected from student progress through Tier II and Tier III Intervention (if necessary) in the specific area of deficiency evident in student learning. If no progress is made, the student should be referred to MET for further evaluation. Communication with the parent is essential through this process, and every attempt must be made to include parents/guardians in all decision-making.

Grading and Promotion

As students are working to learn English during the initial stages of language acquisition, it is a violation of their civil rights to retain them due to limited language proficiency. Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Education Opportunities Act of 1974 (EEOA), schools must ensure that ELs are placed age-appropriately and can participate meaningfully and equally in educational programs. Districts are required to take steps to ensure that students are not retained solely because they are still in the early stages of learning English. **Initial stages of language acquisition are indicated when an EL receives a Not Proficient Score on the ELPT Screener or a score of 1 or 2 on the ELPT spring assessment in any domain assessed AND the overall composite score.** In order to support ELs in the initial stages of language acquisition, the students must receive extensive language support and classroom accommodations, which may include grade modifications. This information must be noted on their report cards, and accommodations must be shared with the families of ELs to ensure that they have an understanding of true academic performance in English language proficiency. EL teachers are encouraged to provide accurate grades unless an EL is receiving modified grades.

Union County School District has established promotion criteria for students in grades K-8. Grades for ELs will reflect classroom performance with allowable accommodations. It is the desire that English Learners will be able to perform at the same level as their peers; however, lack of English proficiency will impact student performance. ELs who do not meet district criteria for promotion with allowable accommodations are subject to review by the SET committee for promotion decisions. **The SET will review cases based on individual student performance** as measured through academic growth on state and district assessments, reading and/or math achievement, classroom performance, and growth in the ELPT. Determination for retention and promotion will be in the best interest of the EL and will be determined by reaching consensus among the SET, the EL's teacher(s), and the parents. **A letter of retention will be signed by all members in cases and placed in the EL's cum folder where the decision to retain is reached.**

Placement of Newly Arrived Secondary English Learners

When a student enrolls in a U. S. school for the first time at the secondary level, careful consideration must be given to the student's course schedule to ensure the student has access to a high school diploma. **Every attempt must be made to give credit for classes recorded on a transcript from the school from which they withdrew.** To ensure ELs have access to the foundational skills needed to be successful in high school and ensure that they graduate from high school ready for college and career, school districts must place students in academic courses sequentially. Students must be given the opportunity to take all courses needed for graduation. Students must take the required assessments at the time they are enrolled in the corresponding courses, and they may not skip courses to avoid state assessments. For

example, English I, II, III, and IV must be offered, scheduled, and taught in sequential order. While courses can not be scheduled or taken out of sequence, simultaneous enrollment is acceptable in situations where a student failed a course and needs to simultaneously enroll in two courses to graduate on time. For example, if a student fails English III, they can take English III and IV their senior year in order to graduate on time. Students may be enrolled concurrently in English as a Second Language as an elective to receive additional support while taking English I-IV.

Evaluation of English Language Services Effectiveness

To determine the effectiveness of the Union County School District English language services, the district will conduct periodic evaluations as well as ongoing analysis of effectiveness. Student achievement data must be used to determine an EL program's effectiveness and ensure compliance with state and federal reporting requirements. An evaluation of the English language services and programs should not be limited to required data used for accountability purposes but should instead include multiple data points. Data should be gathered, analyzed, and used to strengthen the English language services and programs as appropriate. Data points that might be collected and used for evaluation include the following:

- Scores on state and local assessments
- Scores on the ELPT
- Rates of Retentions
- Exit rates
- Graduation rates
- Participation rates in gifted and advanced courses
- Enrollment rates in prekindergarten and other programs
- Enrollment rates in special education and related services
- Attendance rates
- Participation rates in extracurricular programs
- Suspension rates
- Results of parent and family, student, and teacher surveys
- Results of surveys from other key stakeholders

If evaluations show the English language services and programs are not effective, the Union County School District will make appropriate changes to strengthen programs and more effectively serve ELs. The Mississippi Department of Education's Office of Federal Programs monitors English language services and programs to ensure that EL plans are in place, effective, and being implemented with fidelity.

English Learners classified as Immigrant or Migrant Students

ELs may also be identified as immigrant or migrant students and will be identified using the Home Language Survey or the Migrant Student Survey provided by Mississippi State University.

A student identified as an immigrant student must meet the requirements below.

- Are aged 3 through 21
- Were not born in the U.S., “State” means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (Section 3127 of ESEA). Children born to U.S. citizens abroad (e.g., children born on a military base overseas) may be considered immigrants if they meet all the criteria in the definition of immigrant; and
- Have not been attending one or more schools in any one or more states for more than three (3) full academic years. A full academic year is 10 months of school attendance, kindergarten through 12th grade. If a student has been in different schools in different school districts, or even in different states, the number of months that the student has been in school in any one or more states must not add up to a total of more than three (3) full academic years.

A student identified as a migrant student must meet the requirements below.

1. The child is not older than 21 years of age; and
2. The child is entitled to a free public education (through grade 12) under State law or is below the age of compulsory school attendance; and
3. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; and
4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3, above, in order to see or obtain qualifying work, and
5. With regard to the moved identified in paragraph 4, above, the child:
 - a. Has moved from one school district to another, or
 - b. In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
 - c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in or to accompany or join a parent, spouse, or guardian who engages in a fishing activity. (This provision currently applies only to Alaska.)



UNION COUNTY SCHOOL DISTRICT

Building a More Perfect Union

Appendix / Forms

Union County School District Home Language Survey

STUDENT INFORMATION

Student Name _____ Grade _____
First Middle Last

Date of Birth _____ Gender _____ School _____

1. What is the dominant language most often spoken by the student? _____
2. What is the language routinely spoken in the home, regardless of the language spoken by the student?

3. What language was first learned by the student? _____
4. Does the parent/guardian need interpretation services? Yes No If so, what language?

5. Does the parent/guardian need translated materials? Yes No If so, what language?

6. What was the date the student first enrolled in a school in the United States? _____
MM/YYYY
7. In what country was the student born? _____

 Parent / Guardian Signature

 Date (MM/DD/YYYY)

----- DISTRICT USE ONLY -----

[] Designated English Learner on the ELPT Screener

DOCUMENTATION OF ELPT SCREENER FOR STUDENT

Date	Speaking	Listening	Reading	Writing	Composite

Encuesta de Idioma de la Casa del Union County School District

INFORMACIÓN DEL ESTUDIANTE

Nombre del estudiante _____ Grado _____
Primer nombre Segundo nombre Apellido

Fecha de nacimiento _____ Género _____ Escuela _____

1. ¿Cuál es el idioma dominante más hablado por el estudiante? _____
2. ¿Cuál es el idioma que se habla habitualmente en el hogar, independientemente del idioma que hable el estudiante? _____
3. ¿Qué idioma aprendió el estudiante por primera vez? _____
4. ¿Alguno de los padres/ guardianes necesita servicios de interpretación? Si ____ o No ____
Si es así, ¿en qué idioma? _____
5. ¿Los padres / guardianes necesitan materiales traducidos? Si ____ o No ____
Si es así, ¿en qué idioma? _____
6. ¿En qué fecha el estudiante se matriculó por primera vez en una escuela en los Estados Unidos?
_____ MM / YYYY
7. ¿En qué país nació el estudiante? _____

Firma de los padres / tutores

Fecha (MM / DD / YYYY)

----- DISTRICT USE ONLY -----

[] Designated English Learner on the ELPT Screener

DOCUMENTATION OF ELPT SCREENER FOR STUDENT

Date	Speaking	Listening	Reading	Writing	Composite

**Union County School District
English Learner Services Program Initial Placement**

Name of Student: _____

Date: _____

School Location: East Union

 Ingomar

 Myrtle

 West Union

Dear Parent or Guardian:

Your child has been identified as an English Learner. This letter provides information about your child's proficiency in English, 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;
- The method of instruction used in English Learner Services;
- An estimate of how long it should take for your child to become proficient in English;
- Information about the percentage of English Learners graduating from high school;
- Information about refusing the English Learner Services we provide; 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.

You completed a Home Language Survey and marked that a language other than English is spoken by your child or in the home. As a result of your responses, we gave your child an English proficiency test, _____.
Your student's level of English proficiency is: ____ The highest score possible is : ____ The level needed to be proficiency in English and not be eligible for English Learner Services is : ____

Based on the results of this test **your child is eligible to receive English Learner Services through our Pull-Out method of instruction where English is used for instruction.** Your child will leave their English-only classroom during the day for English Learner or ESL instruction provided only in English, which is paid for with money from Title I or Title III of the education law called the Elementary and Secondary Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III. 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 5 years. The high school graduation rate for students receiving English Learner Services is 100%.** 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.

Education law requires that we give you this information and that we make sure you understand it. If you need assistance understanding this letter or **if you would like to request an immediate removal of your child from the English Learner Services provided by Title I, Title III, or both, please contact the person below.**

Name: _____

Title: _____

Email: _____

Phone: _____

**Union County School District
English Learner Services Program Initial Placement**

Nombre del Estudiante: _____ Fecha: _____
Ubicación de la Escuela: East Union Ingomar Myrtle West Union

Estimado Padre/Madre/Tutor:

Se identificó a su hijo(a) como alumno(a) de inglés. Esta carta brinda información sobre su dominio de inglés, una estimación de la capacidad que tiene una persona para comprender y comunicarse en ese idioma o mediante el modo de comunicación que prefiera. La escuela ofrecerá servicios que ayudarán a su hijo(a) a dominar el inglés y a tener éxito en la escuela. Esta carta proporciona información sobre cómo decidimos que su hijo(a) el alumno(a) de inglés y otra información importante. Esta es la información que se incluye en la carta:

- El nivel de dominio de inglés de su hijo(a);
- El nivel de dominio necesario para ser considerado competente;
- El método de instrucción usado en los Servicios para alumnos de inglés (English Learner Services;
- Una estimación de cuánto tiempo debería tomarle a su hijo(a) lograr el dominio del inglés;
- Información sobre el porcentaje de alumnos de inglés que se gradúan de la escuela preparatoria;;
- Información, para rechazar los Servicios para alumnos de inglés que ofrecemos, y
- Si su hijo(a) tiene una discapacidad, recibirá información sobre cómo los servicios para logra el dominio del inglés ayudarán a cumplir con los objetivos educativos establecidos para su hijo(a).

Usted completó una Encuesta de Lengua Materna e indicó que su hijo(a) habla otro idioma que no es inglés o que idioma que no es inglés es usado en casa. Como resultados de sus respuestas, le realizamos a su hijo(a) una prueba de dominio de inglés , _____. El nivel de dominio del idioma inglés es: ____ El puntaje más alto posible es: ____ El nivel necesario para lograr el dominio del idioma inglés y no ser elegible para recibir los servicios para alumnos de inglés es: _____

Según los resultados de esta prueba, **su hijo(a) es elegible para recibir los servicios para alumnos de inglés por un método donde los alumnos salen de la clase donde solo se usa inglés durante el día para recibir instrucción para alumnos de inglés o ESL donde usamos inglés para la instrucción.** Estos servicios son financiados por el Artículo I o el Artículo III de la ley educativa llamada Ley de Educación Primaria y Secundaria (Elementary and Secondary Education Act (ESEA)) en su versión vigente de 2015. A veces, los Artículos I y III pagan estos servicios. Los Servicios para alumnos de inglés elegidos están diseñados para ayudar a su hijo(a) a aprender inglés de modo que pueda cumplir con los estándares académicos, tenga éxito en la escuela y se gradúe de la preparatoria. El índice estimado de transición para finalizar los Servicios para alumnos de inglés es de 5 años. El porcentaje de graduación de la escuela preparatoria de alumnos que reciben Servicios para alumnos de inglés es del 100%. Si su hijo(a) tiene una discapacidad y participa en un Programa de educación individualizada (Individualized Education Program (IEP)), el desarrollo de su capacidad para escuchar, hablar, leer y escribir en inglés le ayudará a cumplir con los objetivos del IEP.

La ley educativa exige que le enviemos esta información y que nos aseguremos de que la comprende. Si necesita ayuda para comprender esta carta, o **si desea solicitar el retiro inmediato de su hijo(a) de los Servicios para alumnos de inglés del Artículo I, el Artículo III o ambos, póngase en contacto con la persona abajo.**

Nombre: _____ Título: _____

Correo electrónico: _____ Teléfono: _____

Union County School District
English Learner Services Program Continuing Placement

Nombre del Estudiante: _____ Fecha: _____
Ubicación de la Escuela: East Union Ingomar Myrtle West Union

Estimado Padre/Madre/Tutor:

Se identificó a su hijo(a) como alumno(a) de inglés. Esta carta brinda información sobre su dominio de inglés, una estimación de la capacidad que tiene una persona para comprender y comunicarse en ese idioma o mediante el modo de comunicación que prefiera. La escuela ofrecerá servicios que ayudarán a su hijo(a) a dominar el inglés y a tener éxito en la escuela. Esta carta proporciona información sobre cómo decidimos que su hijo(a) el alumno(a) de inglés y otra información importante. Esta es la información que se incluye en la carta:

- El nivel de dominio de inglés de su hijo(a);
- El nivel de dominio necesario para ser considerado competente;
- El método de instrucción usado en los Servicios para alumnos de inglés (English Learner Services;
- Una estimación de cuánto tiempo debería tomarle a su hijo(a) lograr el dominio del inglés;
- Información sobre el porcentaje de alumnos de inglés que se gradúan de la escuela preparatoria;;
- Información, para rechazar los Servicios para alumnos de inglés que ofrecemos, y
- Si su hijo(a) tiene una discapacidad, recibirá información sobre cómo los servicios para logra el dominio del inglés ayudarán a cumplir con los objetivos educativos establecidos para su hijo(a).

En la primavera del año escolar previo su hijo(a) tomó la prueba de dominio del idioma inglés, (Una copia de los resultados de su prueba es sujetado a esta carta.) Para salir de los Servicios, un(a) estudiante tiene que recibir un puntaje de 4 o 5 en las áreas de Lectura, Escritura y General. Su hijo(a) obtuvo un puntaje de ____ en Lectora, un puntaje de ____ en Escritura y un puntaje de ____ en General.

Porque su hijo(a) no recibió los puntajes necesarios para salir, **su hijo(a) continuará recibiendo los servicios para alumnos de inglés por un método donde los alumnos salen de la clase donde solo se usa inglés durante el día para recibir instrucción para alumnos de inglés o ESL donde inglés es usado para la instrucción..** Estos servicios son financiados por el Artículo I o el Artículo III de la ley educativa llamada Ley de Educación Primaria y Secundaria (Elementary and Secondary Education Act (ESEA)) en su versión vigente de 2015. A veces, los Artículos I y III pagan estos servicios. Los Servicios para alumnos de inglés elegidos están diseñados para ayudar a su hijo(a) a aprender inglés de modo que pueda cumplir con los estándares académicos, tenga éxito en la escuela y se gradúe de la preparatoria. El índice estimado de transición para finalizar los Servicios para alumnos de inglés es de 5 años. El porcentaje de graduación de la escuela preparatoria de alumnos que reciben Servicios para alumnos de inglés es del 100%. Si su hijo(a) tiene una discapacidad y participa en un Programa de educación individualizada (Individualized Education Program (IEP)), el desarrollo de su capacidad para escuchar, hablar, leer y escribir en inglés le ayudará a cumplir con los objetivos del IEP.

Al firmar debajo, Ud. reconoce que su hijo(a) sí continuará participando en nuestro Programa de Alumnos de Inglés. Si desea el retiro inmediato de su hijo(a) de los ELS, por favor comuníquese con Joy Chunn, la Director de los alumnos de inglés (662) 534-5463,

Firma de Padre/Madre/Tutor: _____ Fecha _____

Notification of Ineligibility of English Learner Services

Name of Student: _____

Date: _____

School Location: East Union

Ingomar

Myrtle

West Union

Dear Parents or Guardians,

You completed a Home Language Survey and marked that a language other than English is spoken by your child or in the home. As a result of your responses, we gave your child an English proficiency test, _____.

Your student's level of English proficiency is: _____

The highest score possible is: _____

The level needed to be proficiency in English and not be eligible for English Learner Services is: _____

Therefore, your child does have the ability to listen, speak, and understand English; therefore, your child will not participate in our English Learner Services Program.

Sincerely,

EL Director

School Principal

Notificación de NO Ser Elegible para Servicios de alumnos de inglés

Nombre de Estudiante: _____ Fecha: _____

Ubicación de la Escuela: East Union Ingomar Myrtle West Union

Estimado Padre/Madre/Tutor,

Usted completó una Encuesta de Lengua Materna e indicó que su hijo(a) habla otro idioma que no es inglés o que idioma que no es inglés es usado en casa. Como resultados de sus respuestas, le realizamos a su hijo(a) una prueba de dominio de inglés, _____.

El nivel de dominio del idioma inglés de su hijo(a) es: _____

El puntaje más alto posible es: _____

El nivel necesario para lograr el dominio del idioma inglés y no ser elegible para recibir los servicios para alumnos de inglés es: _____

Por lo tanto, su hijo(a) no participará en nuestro Programa de Servicios para alumnos de inglés.

Sincerementa,

Directora de alumnos de inglés

Director(a) de la Escuela

(This page was left intentionally blank)

**Union County
School District**

Language Service Plan (for Students with Limited English Proficiency)
Academic Year _____

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		DOB		Age	
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:		<input type="checkbox"/> English OR <input type="checkbox"/> Native Language: _____ <input type="checkbox"/> Oral OR <input type="checkbox"/> Written			

Student has ONLY attended the CURRENT DISTRICT OR Student transferred from (school/state) in (year)

ACADEMIC HISTORY PRIOR TO ENTERING CURRENT DISTRICT					
Age Started School		Years in Preschool/K		Years in grades 1-5	
Last grade completed		<input type="checkbox"/> Interrupted Formal Education <input type="checkbox"/> Limited Schooling <input type="checkbox"/> No Formal schooling			
Has the student been referred for Special Education? <input type="checkbox"/> Yes <input type="checkbox"/> No		Does the child have an IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No		Does the child have an 504 Plan? <input type="checkbox"/> Yes <input type="checkbox"/> No	

ACADEMIC ACHIEVEMENT LEVEL HISTORY				
SUBJECT	BELOW GRADE LEVEL	ON OR ABOVE GRADE LEVEL	METHOD USED TO DETERMINE LEVEL	INFORMATION NOT AVAILABLE
<i>Example: Math</i>	<i>X</i>		<i>Course grade from previous year (D)</i>	
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															

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															

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															

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 Test 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) | 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:

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Paraphrasing or repeating directions in English <input type="checkbox"/> Personal cueing <input type="checkbox"/> 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 <input type="checkbox"/> Dictation of answers to test administrator/proctor (scribe) in English only <input type="checkbox"/> Reader (oral administration) <input type="checkbox"/> Native language word-to-word dictionaries/electronic word-to-word dictionaries (no definitions) <input type="checkbox"/> Present questions in same phrasing as learning/review <input type="checkbox"/> Reduced and/or modified class & homework assignments <input type="checkbox"/> Modified assessments (i.e. oral) <input type="checkbox"/> Break tasks/directions into subtasks <input type="checkbox"/> Increase wait time <input type="checkbox"/> Additional time to complete assignments and tests <input type="checkbox"/> ESS (Extended School Services) <input type="checkbox"/> Provide questions for classroom discussion in advance <input type="checkbox"/> Label items in the room <input type="checkbox"/> Previewing of academic content | <ul style="list-style-type: none"> <input type="checkbox"/> Provide shortened assignments <input type="checkbox"/> Face student when speaking – speak slowly <input type="checkbox"/> Print instead of using cursive; type all notes, tests, handouts <input type="checkbox"/> Use high interest/low vocabulary text material <input type="checkbox"/> Use overhead and provide students with copies of teacher transparencies/notes/lectures <input type="checkbox"/> Make instruction visual – use graphic organizers, pictures, maps, graphs, etc. to aid understanding <input type="checkbox"/> Highlight/color code tasks, directions, letters home <input type="checkbox"/> Pair ELs with an English speaking “peer partner” for assistance <input type="checkbox"/> Provide preferential seating or seating with a peer partner <input type="checkbox"/> Check for comprehension often <input type="checkbox"/> Ask questions that allow the student to answer successfully <input type="checkbox"/> Allow the student opportunities to read aloud successfully <input type="checkbox"/> Use manipulatives <input type="checkbox"/> Use audiobooks <input type="checkbox"/> Record material for student listening <input type="checkbox"/> Vocabulary matching/fill-in-the-blank exercises w/ words <input type="checkbox"/> 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.

<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"><i>PRINCIPAL Signature</i></td> <td style="width: 40%;">PRINTED NAME</td> </tr> </table>	<i>PRINCIPAL Signature</i>	PRINTED NAME	<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"><i>PARENT Signature</i></td> <td style="width: 40%;">PRINTED NAME</td> </tr> </table>	<i>PARENT Signature</i>	PRINTED NAME
<i>PRINCIPAL Signature</i>	PRINTED NAME				
<i>PARENT Signature</i>	PRINTED NAME				
<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"><i>EL COORDINATOR Signature</i></td> <td style="width: 40%;">PRINTED NAME</td> </tr> </table>	<i>EL COORDINATOR Signature</i>	PRINTED NAME	<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"><i>PARENT Signature</i></td> <td style="width: 40%;">PRINTED NAME</td> </tr> </table>	<i>PARENT Signature</i>	PRINTED NAME
<i>EL COORDINATOR Signature</i>	PRINTED NAME				
<i>PARENT Signature</i>	PRINTED NAME				
<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"><i>EL TEACHER Signature</i></td> <td style="width: 40%;">PRINTED NAME</td> </tr> </table>	<i>EL TEACHER Signature</i>	PRINTED NAME	<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"><i>STUDENT Signature</i></td> <td style="width: 40%;">PRINTED NAME</td> </tr> </table>	<i>STUDENT Signature</i>	PRINTED NAME
<i>EL TEACHER Signature</i>	PRINTED NAME				
<i>STUDENT Signature</i>	PRINTED NAME				
<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"><i>TEACHER Signature</i></td> <td style="width: 40%;">PRINTED NAME</td> </tr> </table>	<i>TEACHER Signature</i>	PRINTED NAME	<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"><i>INTERPRETER Signature</i></td> <td style="width: 40%;">PRINTED NAME</td> </tr> </table>	<i>INTERPRETER Signature</i>	PRINTED NAME
<i>TEACHER Signature</i>	PRINTED NAME				
<i>INTERPRETER Signature</i>	PRINTED NAME				
<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"><i>TEACHER Signature</i></td> <td style="width: 40%;">PRINTED NAME</td> </tr> </table>	<i>TEACHER Signature</i>	PRINTED NAME	<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">DATE</td> <td style="width: 40%;"></td> </tr> </table>	DATE	
<i>TEACHER Signature</i>	PRINTED NAME				
DATE					

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:		<input type="checkbox"/> English OR <input type="checkbox"/> Native Language: _____ <input type="checkbox"/> Oral OR <input type="checkbox"/> 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 <i>(Minimum of 4 years)</i>					
REPORT CARD AND STATE ASSESSMENT RESULTS									
YEAR 1					YEAR 2				
Grade level:		School Name:			Grade level:		School Name:		
	Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4
ELA					ELA				
Math					Math				
Science					Science				
Social Studies					Social Studies				
Other					Other				
Other					Other				
State Assessment Results:					State Assessment Results:				
Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No					Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No				

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 <i>(Minimum of 4 years)</i>						
REPORT CARD AND STATE ASSESSMENT RESULTS										
YEAR 3					YEAR 4					
Grade level:	School Name:				Grade level:	School Name:				
	Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4	
ELA					ELA					
Math					Math					
Science					Science					
Social Studies					Social Studies					
Other					Other					
Other					Other					
State Assessment Results:					State Assessment Results:					
Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No					Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> 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):