



**Louisville Municipal School District
English Language Learner Plan**

2023/2024

**Policies, Procedures and Assessments
for English Language Learners**

Dr. David Luke, Superintendent

**Guidelines for Identifying, Assessing, Placing, and Meeting
the Educational Needs of English Language Learners**

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Every Child -- Every Chance -- Every Day

*****Adjustments to this plan will be made as needed, based upon what is best for the students and in accordance with the Mississippi Guidelines for English Language Learners: Policies, Procedures and Assessments.**

Table of Contents

TOPIC	PAGE NUMBER
ELL Program Overview	4
Understanding Mississippi English Learners	5-7
Civil Rights Laws & English Language Learners	8
Enrollment and Identification	8-9
Home Language Survey	10
LAS Links/Placement Test for Instructional Placement	10
Parent and Family Notification	11
Developing a Language Service Plan	12
MSIS/Data Entry	12
Federal Regulations	13
Testing & Accommodations	13
Exiting and Monitoring ELL Students	14
Evaluating ELL Program Effectiveness	15
Access to Academic Content & Language Acquisition	16
Common EL Programs	17
Visual Academic Supports in Classrooms	18
Placement for Newly Arrived Secondary ELL Students	19
Multi-Tiered System of Supports for ELL Students	19
Grading Scale	20
Communication with Parents of ELL Students	20-21
TransACT: Tool for Translating Federally Mandated Documents	21
Gifted Education; Advanced Placement; Dual Credit; Etc.	22
ELL Students with Disabilities	22
Migrant Education Program	24
	2

Immigrant Education Program	25
LMSD Plan Summary	27
APPENDIX	
Home Language Survey	28
APPENDIX B: Language Service Plan	29-33
ELL District Program Evaluation Form	34
ELL Compliance Monitoring Checklist	36
ELL Checklist for Monitored Students (2 Years)	37
ELL Accommodations & Other Instructional Strategies	38-41
Documentation of Instructional Accommodations	42

ELL Program Overview

Step 1: Educational Approach

The district will select a sound educational approach for providing English Language development and meaningful program participation for its students.

Step 2: Identification

The district is responsible for identifying all students potentially needing ELL services. The home language survey is administered as a part of the registration in the Louisville Municipal Public School District.

Step 3: Assessment – LAS Links

The district is responsible for assessing each identified potential ELL student for English language proficiency.

Step 4: Placement into ELL Program Services

The district is responsible for providing its ELL students with a program of services consistent with its chosen educational approach.

Step 5: Staffing and Resources

The district is obligated to provide the necessary resources to implement its educational approach.

Step 6: Transition from ELL Services

The district is responsible for establishing criteria, based on MDE exit criteria that determine when a student has sufficient English language proficiency to meaningfully participate in the regular school program.

Step 7: Monitoring

The district will ensure that students transitioned from the ELL program have the opportunity to meaningfully participate in the education program.

Step 8: Program Evaluation

The district will develop evaluation procedures to periodically evaluate and revise, if necessary, its ELL program/services provided.

SOURCE: Mississippi English Learner Guidelines: Regulations, Funding, Guidance, and Instructional Supports (2018)

UNDERSTANDING MISSISSIPPI ENGLISH LEARNERS

A number of terms have been used through the years to identify students who are non-native English speakers. At one point, these students were called English as a Second Language (ESL) students. This term was flawed, because it did not acknowledge that some students learn English and another language simultaneously and that some students might already know two or more languages before learning English. During the era of the No Child Left Behind Act (NCLB), the term English language learner (ELL) was often used to describe this population of students. The Every Student Succeeds Act (ESSA) of 2015 brought a slightly different variation on the term, naming this population of students “English learners.” The reasoning behind this decision was the result of a belief that the word “language” was redundant, since English is already recognized as a language. In some federal communications, the phrase limited English proficient is used. For the purposes of this document and the work of public educators in the state of Mississippi, the federal term English learners (ELs) will be used.

According to ESSA, an EL is defined as an individual:

- 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.

Nationwide, there are about 4.6 million ELs. This represents an increase of about 3% in 10 years.¹ The population of ELs is demographically diverse. EL trends contribute to the changing profile of the U.S. population of children and youth. Overall, about 1 in 5 U.S. children between 5-17 years old now live in immigrant families. Combined, the foreign-born population and U.S.-born individuals with immigrant parents account for 25% of the overall U.S. population.

Recent immigration trends also are associated with changes in the distribution of languages spoken in the United States. In the past 3 decades, the percentage of the U.S. population speaking only English has declined, while the percentage speaking a language other than English has increased. Spanish is the most commonly spoken non-English language in U.S. homes, even among non-Hispanics. Eighty-nine percent of the U.S. population spoke only English in 1980, compared with 79.7% in 2010.²

Mississippi is following the national trend and has seen an increase of 3,000 ELs within the past 2 years. In the 1990s and early 2000s, many of Mississippi's EL students were clustered in specific regions of the state. A number of EL students were located on the Mississippi Gulf Coast, where families were drawn to fishing, shipbuilding, and related industries. In Northeast Mississippi, many ELs were the children of farmers.

In early 2018, the majority of Mississippi school districts had at least one EL. Thirty-five districts had between 10 and 50 ELs, and 26 districts had between 50 and 150. Fourteen districts served more than 300 ELs.

While the Mississippi Gulf Coast continues to have high numbers of ELs, the diversity of the region's ELs is more striking than it was a decade ago, with a variety of languages and ethnicities represented.

Over 500 languages are represented in the United States, with Spanish being the most common language seen among ELs. Statewide, Spanish continues to be the most prevalent language spoken by ELs, but 20 or more other languages are now represented.

During the 2016–2017 school year, about 12,630 ELs entered Mississippi schools and were identified as ELs in kindergarten or first grade. At the same time, the state also has seen an increase in the number of students who are entering U.S. schools for the first time in junior high and high school.

About 6% of the EL population entered Mississippi schools in 8th through 12th grade. Many of these students are considered Students with Interrupted Formal Education (SIFE), who may have attended school sporadically or stopped attending entirely after third or fourth grades due to lack of school access and other circumstances. These students need language support, but also need intensive interventions in reading, writing and math, because they have not received a formal education in their home country that is equivalent to the public education of their peers in the United States.

ELs are a diverse population, representing many varied formal schooling backgrounds. Some students, for example, might have had interrupted schooling and not be able to read or write in their native language. Other students might have been enrolled in schools where they learned English in preparation for a move to the U.S. The length of time that students take to learn English also varies and is dependent on a variety of factors.

Types of English Learners and Their Characteristics

TYPES OF ENGLISH LEARNERS	CHARACTERISTICS
Newly Arrived with Adequate Schooling	<ul style="list-style-type: none"> ❖ Recent arrivals (less than 3 years in the United States) ❖ Adequate schooling in native country ❖ Catch up academically with relative ease ❖ May still score lower on standardized testing due to need for English language acquisition
Newly Arrived with Limited Formal Schooling	<ul style="list-style-type: none"> ❖ Recent arrivals ❖ Interrupted or limited schooling in native country ❖ Limited native language literacy ❖ Below grade level in math ❖ Poor academic achievement
Long-Term English Learner	<ul style="list-style-type: none"> ❖ Below grade level in reading and writing ❖ Mismatch between student perception of achievement and actual grades ❖ Some have adequate proficiency but score low on tests ❖ Have had EL instruction, but inconsistent instructional models

Educators who work with ELs at the school and district level must understand the diverse academic and linguistic needs of Mississippi’s ELs and must provide supports accordingly.

UNDERSTANDING THE ROLE OF FEDERAL CIVIL RIGHTS LAWS IN THE EDUCATION OF ENGLISH LEARNERS

Federal law prohibits entities that receive federal funds, including LEAs and public schools, from discriminating on the basis of race, color, or national origin.³ Federal law also requires LEAs to take “appropriate action to overcome language barriers that impede equal participation by [their] students in [their] instructional programs.”⁴

Based on these (and other) federal laws, federal courts have:

- Ruled that LEAs must take affirmative steps to ensure ELs can meaningfully participate in their educational programs and services. (*Lau v. Nichols*, U.S. Supreme Court (1974).)
- Ruled that states cannot constitutionally deny students a free public education based on their immigration status. (*Plyler v. Doe*, U.S. Supreme Court (1982).)
- Established criteria for evaluating the adequacy of EL programs. ⁵ (*Castañeda v. Pickard*, U.S. Court of Appeals for the Fifth Circuit (1981). These criteria are also reflected in the U.S. Department of Education and the U.S. Department of Justice’s *Joint Guidance on English Learner Students and Limited English Proficient Parents*⁶ (2015), which outlines legal obligations to EL students under civil rights laws and other federal requirements.

These federal laws and court rulings affect LEAs in a variety of ways, including the steps LEAs take to:

- Enroll ELs in school
- Identify ELs
- Assess ELs
- Provide ELs with a language education program and access to academic content
- Staff and support EL programs
- Ensure meaningful communication with parents of ELs
- Provide ELs with access to other program services

ENROLLING AND IDENTIFYING ENGLISH LEARNERS

ENROLLING ENGLISH LEARNERS

When EL students and their families enter the United States, they must become familiar with their new country’s culture and customs as well as a new school system and its myriad structures, expectations, and legal requirements. Children who are unaccompanied youth may also be adjusting to life in a new family or home environment. On top of these challenges, many ELs may have had journeys to the United States that involved hardship and trauma.

Welcoming ELs into a school community requires empathy and understanding of the unique challenges faced by these students and their families. It also necessitates an understanding of the benefits of creating environments that are inclusive, informing, welcoming, and conducive to full participation and academic success for all students.

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

LEAs and their public schools must enroll all students regardless of their or their parents' or guardians' actual or perceived citizenship or immigration status.⁷

When enrolling students, LEAs may not request information from students or their parents or guardians in order to deny access to public schools on the basis of race, color, or national origin.⁸

For example, while an LEA may require proof of residency, inquiring into students' citizenship or immigration status, or that of their parents or guardians, would not be relevant to establishing residency.⁹

Similarly, while an LEA may require students or their parents to provide proof of age, an LEA may not bar a student from enrolling because he or she lacks a birth certificate or has records that indicate a foreign place of birth.¹⁰

Further, if an LEA requests a student's social security number it must: 1) inform the family that providing it is voluntary and refusal will not bar the child from enrolling in or attending school, and 2) explain for what purpose the number will be used. A school district may not require families to provide a social security number to enroll in or attend school.¹¹

In general, LEAs should review the list of documents they require for enrollment to ensure they do not unlawfully bar or discourage students from enrolling in or attending school.¹² More information about the rights of all children to enroll in school is available in this *Dear Colleague Letter on School Enrollment Procedures* from the U.S Departments of Education and Justice.

IDENTIFYING ENGLISH LEARNERS

HOME LANGUAGE SURVEY

A Home Language Survey (HLS) must be completed for each student registering for enrollment in a school in Mississippi. An HLS is a tool to be given to all new entering students and used to identify students who may not be proficient in English. It is strongly recommended the HLS in this document be used for all Mississippi students.

If districts do choose to develop a HLS, it is recommended by the U.S. Department of Education to include these questions to be in compliance with federal law:

- ❖ Is a language other than English spoken at home?
- ❖ Is your child's first language a language other than English?
- ❖ What language did your child learn when he/she first began to speak?
- ❖ What language does your child most frequently speak at home?

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

The completed survey becomes part of the student's cumulative record and must be available for future reference.

THE PLACEMENT TEST FOR INSTRUCTIONAL PLACEMENT

The LAS Links Placement Test must be conducted to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. Potential EL students identified by the HLS during registration during the beginning of the school year must be assessed for English-language proficiency within 30 calendar days of enrollment. Potential EL students who register after the beginning of the school year must be assessed within 10 school days of enrollment. The English Language Proficiency Test (ELPT) assesses the proficiency of students in all four language domains (i.e., speaking, listening, reading, and writing). Those administering and scoring the placement test must be certified teachers and receive some level of training. 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 placement test report must be placed in their cumulative record.

PARENT AND FAMILY NOTIFICATION

Any parent or guardian whose child is receiving or is eligible to receive EL services has the right to decline or opt his or her child out of any or all EL services. The LEAs may not recommend that a parent or guardian opt a child out of EL programs or services for any reason. The LEA must provide guidance in a language parents or guardians can understand to ensure that they understand their child's rights, the range of EL services that their child could receive, and the benefits of such services. This is to ensure that the parent or guardian's decision to opt out is informed and voluntary. The LEAs that receive Title I or Title III funds must provide written notification to parent or guardians of their children's recommended placement in an EL program within 30 days of the start of the school year (or within 10 days for later-arriving students). The notification must include all of the statutorily-required elements, including the right to opt out. The LEA must retain appropriate documentation to demonstrate that a parent or guardian knowingly and voluntarily opted his or her EL child out of EL programs or particular EL services. It is important to note that opting out of EL programs or particular EL 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 EL programs or particular EL services, that child retains his or her status as an EL. The LEA remains obligated to take affirmative steps and appropriate action required by civil rights laws to provide the EL student meaningful access to its educational program. Thus, the LEA must continue to monitor periodically the opted-out student's academic progress.¹³

If an LEA finds that a student is struggling, it must take appropriate steps to assist the student. These steps must include reassessing the student's ELP using the screener; notifying the student's parent or guardian about his or her child's lack of progress, and encouraging him or her to opt the child into EL programs and services; and providing supports for the student's language acquisition, such as offering professional development (PD) in second language acquisition to the student's core curriculum teachers.

The ELs who opt out of services must, like those receiving programs or services, have their ELP reassessed yearly during the annual LAS Links assessment period. After it is determined that the EL no longer qualifies as an EL, the LEA must continue to monitor the student for at least 4 years, just as it would an EL who has received EL programs and services.¹⁴

PLACEMENT IN A LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM

After ELs have been identified using the LAS Links Placement Test, LEAs must provide ELs with appropriate language assistance services and programs, commonly known as "EL services and programs." The LEAs have the flexibility to choose the EL services and programs that meet civil rights requirements and best meet the needs of their EL population.

Appropriate EL services and programs enable ELs to attain both English proficiency and parity of participation in the standard instructional program within a reasonable amount of time. The LEAs must offer appropriate EL services until ELs are proficient in English and can participate meaningfully in educational programs without EL support. This includes continuing to provide

EL services to ELs at the highest levels of English proficiency until they have exited from EL services and programs.

The goal for students who are 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 any other state required tests. Research related to student placement and retention shows that ELs must be placed age-appropriately in the mainstream classroom. This provides them with 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 that credits can be awarded.

DEVELOPING A 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 exits the EL program. The Student Evaluation Team (SET) must meet to develop the LSP at the beginning of each academic school year. This team must be composed of teachers (including EL teachers), administrators, counselors, and parents or guardians. The team will meet quarterly to evaluate the student's progress and make necessary adjustments. A copy of the LSP must be provided to all teachers who work with the EL student.

The LSP must contain the following:

- ❖ Student's demographic information
- ❖ Date of first enrollment in a U.S. school
- ❖ Yearly ELPT scores
- ❖ Classroom accommodations
- ❖ State testing accommodations
- ❖ Signatures of SET members

EL DATA ENTRY

The accuracy of EL data is of the utmost importance. Once a student has been identified as an EL the district must ensure the student is correctly marked in their student data package. This information will upload to MSIS once the district has submitted their data to the Mississippi Department of Education. Districts should ensure each column on the EL roster screen of MSIS is completed. This information should be checked monthly for accuracy.

ASSESSING ENGLISH LEARNERS

FEDERAL REGULATIONS

The Elementary and Secondary Education Act (ESEA) requires that the LEA must assess all ELs using the annual English language proficiency assessment, including those students whose parents have declined to enroll them in, or had them removed from, Language Instruction Education Programs (LIEPs).² Additionally, all ELs enrolled in schools served by the State must be assessed annually using the State’s English language proficiency assessment. [ESEA Section 1111(b)(2)(G)]. “State or district assessment policies, if they include a right to opt a child out of assessments, do not override or diminish the LEA’s obligation to assess 100 percent of ELs using the annual English language proficiency assessment.”²

ENGLISH LANGUAGE PROFICIENCY TEST

The LAS Links Assessment is a secure, large-scale, English language proficiency assessment administered to kindergarten through 12th grade students who have been identified as ELs. This assessment is administered annually in the spring to monitor each EL’s progress in acquiring academic English. The LAS Links Assessment incorporates both English language arts (ELA) standards of the Mississippi College and Career Readiness Standards and English Language Development Standards to measure each student’s English language proficiency level and growth.

ENGLISH LANGUAGE PROFICIENCY TESTING BASICS

As mandated by ESEA, the students are tested in four domains: Listening, Speaking, Reading, and Writing. The Listening domain assesses the student’s response to a variety of audio passages. The Speaking domain assesses the student’s production of grammar and vocabulary as used in social and academic language. The Reading domain assesses the student’s reading comprehension based on answers to multiple-choice questions about passages, tables, charts, and illustrations. Lastly, the Writing domain assesses the student’s ability to produce grade-level appropriate words, sentences, and paragraphs.

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**⁶, accommodations are available for students who have been officially identified as ELs. Mississippi strives to ensure that the use of accommodations deemed appropriate for ELs on any state assessment does not deny ELs the opportunity to fully participate in the assessment and allows the students to receive benefits equal to those received by never-ELs.

If an EL cannot be assessed on LAS Links Assessment in one or more domains of the English Language Proficiency Test due to a disability, and there is no appropriate accommodation, the student’s English language proficiency will be based on the domains that can be assessed.

EXITING STUDENTS

On January 19, 2017, the Mississippi State Board of Education revised the LAS Links Assessment score requirements for English learners (EL) to officially exit EL status.³ Under the new policy, the student is required to obtain the following proficiency levels on the ELPT:

- a. Overall Proficiency Level 4 or 5, and
- b. Reading Proficiency Level 4 or 5, and
- c. Writing Proficiency Level 4 or 5.

Because ESSA requires states to have uniform exit criteria, LEAs should not add other criteria as exit requirements. An EL with a disability can be “exited” from EL status when he or she no longer meets the definition of an EL. This occurs when the student meets the State’s definition of “proficient” in English.

However, there is no provision in the Individuals with Disabilities Education Act (IDEA) that would authorize the Individualized Education Program (IEP) Team to remove the “EL” designation before the student has attained English proficiency. In addition, other LEA and/or school personnel do not have the authority under Federal law to remove a student’s EL designation before the student has been deemed proficient in English solely because the student has an IEP.⁵

MONITORING STUDENTS

After students have exited EL status, school districts must monitor their academic progress for at least 4 years. Monitoring must be conducted and documented every 9 weeks, with a SET team reviewing monitored students’ grades, assessments and other related data. If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, districts must re-test using the LAS Links Placement Test to see if the student needs to be offered additional language assistance services. In no case should re-testing of an exited student’s ELP be prohibited. If the student re-enters EL services, however, the LEA is required to document the reasons why, as well as obtain the parent’s consent prior to reentry.

EVALUATING EL PROGRAM EFFECTIVENESS

Successful EL programs must, at a minimum, be designed to enable EL students to attain both English proficiency and full access to the grade-level content. This access helps ELs to exit from EL programs within a reasonable period and graduate high school prepared for college and careers.

To determine the effectiveness of an LEA's EL program, an LEA must 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 an EL program 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 EL programs and services as appropriate. Data points that might be collected and used for evaluation include the following:

- ❖ Scores on state and local assessments
- ❖ Scores on the English Language Proficiency Test
- ❖ Rates of retention
- ❖ 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 stakeholders¹⁵

The EL program evaluations must include longitudinal data that compares the performance of current ELs, former ELs, and never-ELs. Comprehensive and longitudinal evaluation will help LEAs and schools determine if ELs are meeting college and career readiness standards, participating in and performing comparably to never-EL peers, accessing the same curricular and extracurricular opportunities as their never-EL peers; and exiting EL programs at appropriate rates.

If evaluations show that EL programs are not effective, the LEA must make appropriate changes to strengthen programs and more effectively serve students. The Mississippi Department of Education's Office of Federal Programs monitors EL programs to ensure that EL plans are in place, effective, and being implemented with fidelity.

PROVIDING EL STUDENTS BOTH A LANGUAGE EDUCATION PROGRAM AND ACCESS TO ACADEMIC CONTENT

After ELs have been identified using the LAS Links Placement Test, LEAs must provide ELs with appropriate EL language assistance services. The LEAs also must provide EL students with access to the content of the Mississippi College and Career Readiness Standards. Other services, including special education, gifted education, and extracurricular programs, also must be provided as needed.

ENGLISH LANGUAGE ACQUISITION PROGRAM MODELS

The LEAs have the flexibility to choose the EL services and programs that meet civil rights requirements and also best meet the needs of the local EL population. Appropriate EL services and programs equip ELs to attain both English proficiency and to participate in the standard instructional program. The LEAs must offer EL services until students have demonstrated English proficiency on the ELP assessment. Even when students are exited from EL programs, individual academic performance must be monitored for 4 years.

The LEAs must apply the same standards that the Office of Civil Rights and Department of Justice applies when evaluating whether EL services and programs meet civil rights requirements. These standards, established in *Castaneda v. Pickard*, include a three-pronged test:

1. Is the program based on an educational theory recognized as sound by some experts in the field or considered a legitimate experimental strategy?
2. Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
3. Does the program succeed in producing results indicating that students' language barriers are being overcome within a reasonable time?

The following chart provides a brief overview of some common EL programs. Each program requires that teachers have specialized training in meeting the needs of ELs.

Common EL Programs

PROGRAM OPTION	PROGRAM GOAL	LANGUAGE(S) USED FOR INSTRUCTION
English as a Second Language or English Language Development	Content-based program of techniques, methodology and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary and structures needed to access content instruction, and to develop their English language proficiency in all four language domains (reading, writing, listening and speaking).	Usually provided in English with minimal but strategic use of ELs' primary language whenever possible
Structured English Immersion	Program designed to impart English language skills so that the ELs can transition and succeed in an English-only mainstream classroom once proficient.	Usually provided in English with minimal but strategic use of ELs' primary language whenever possible
Transitional Bilingual Education or Early-Exit Bilingual Education	Program that maintains and develops skills in the primary language while introducing, maintaining, and developing skills in English. The primary purpose of the program is to facilitate the transition to an all-English instructional program.	Students' primary language and English
Dual Language or Two-Way Immersion	Bilingual program in which the goal is for students to develop bilingualism and biliteracy in two languages by receiving instruction in English and a partner language. in a classroom that is often composed of half primary-English speakers and half primary speakers of the other language.	English and a Partner Language

HELPING ELs ACCESS ACADEMIC CONTENT

ELs should have meaningful access to the core curriculum, such as math, science, social studies and language arts, while learning English. While the district's EL program should focus in part on language acquisition, both EL teachers and academic teachers should work together to ensure that students are mastering the academic language needed to be successful.

Every classroom teacher who serves ELs should work to help ELs make sense of the Mississippi College and Career Readiness Standards, regardless of language proficiency. As part of this expectation, teachers must incorporate a variety of EL strategies into instructional planning to help students make sense of academic content. Teachers should use visual supports to help build student understanding. Some common visual supports used by classroom teachers include the following:

- ❖ Photos or Illustrations
- ❖ Videos
- ❖ Picture Books
- ❖ Audio Books
- ❖ Charts
- ❖ Graphs
- ❖ Diagrams
- ❖ Thinking Maps and Graphic Organizers
- ❖ Manipulatives
- ❖ Labels
- ❖ Models
- ❖ Gesturing/Pantomime
- ❖ Realia (bringing in the “real” item being discussed)
- ❖ Anchor Charts
- ❖ Translations in the Native Language (for students who read in their native language)
- ❖ Simplified text in English
- ❖ Bilingual and Bilingual Picture Dictionaries

Additionally, teachers must understand the basic communication strategies to be used with ELs. All teachers and paraprofessionals who work with ELs in any capacity should recognize that they need to speak slowly and clearly (not loudly). Educators also should be aware that ELs typically need additional processing time when being introduced to new material or being asked to respond to questions.

Teachers also should recognize the value that collaborative learning has for ELs, including strategies such as assigning peer buddies and language buddies for assignments with high language demands, think-pair-share activities and the incorporation of sentence starters, sentence frames and word banks to support production during collaboration.

PLACEMENT FOR NEWLY ARRIVED SECONDARY ENGLISH LEARNERS

When a student enrolls in U.S. schools 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. 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 an 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 cannot 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 English IV their senior year in order to graduate on time. Students might be enrolled concurrently in English as a Second Language as an elective to receive additional support while taking English I–IV.

MULTI-TIERED SYSTEM OF SUPPORTS FOR ENGLISH LEARNERS

The Multi-Tiered System of Supports (MTSS) is a framework for effective team-based problem solving that is data informed, evidence based, and flexible enough to meet the academic and behavioral needs of all students.

With MTSS, schools identify struggling students, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness. Schools also identify students with learning disabilities or other disabilities.

When an EL, who is actively receiving support from an EL program, is observed by the mainstream teacher to have continuing difficulties with learning, the first course of action would be to consult informally with the EL teacher/specialist to request additional instructional strategies for teaching. The EL teacher might

1. Offer new suggestions;
2. Request to observe the student in the classroom; or
3. Check with the entire team of teachers to see if the student is struggling in more than one class.

If the student continues to struggle, the next option is to refer the student to the Teacher Support Team (TST) for possible intervention. It is essential that the EL teacher be involved or consulted at each step of the tier process. This is imperative before making recommendations for intervention strategies. Teams must collaboratively determine if the mainstream teachers' English Learner Guidelines: Regulations, Funding Guidance, and Instructional Supports 4 27

instructional techniques are known to be effective with ELs, as well as whether or not teachers have implemented the recommended EL instructional accommodations.

GRADING SCALE

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 Educational Opportunities Act of 1974 (EEOA), schools must ensure that EL students are placed 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. Students who receive extensive language supports and classroom accommodations must have this information noted on their report cards, and accommodations must be shared with the families of EL students to ensure that they have an understanding of true academic performance in English language proficiency.

MISSISSIPPI EL STANDARDS

Mississippi currently utilizes the TESOL Pre-K-12 English Language Proficiency Standards and the state's ELPT is aligned to these standards.

ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS

The LEAs have a legal obligation to communicate meaningfully with Limited English Proficient parents and families and to adequately notify them of information about any program, service or activity called to the attention of non-LEP parents. Successful communication provides LEP parents, guardians, and families with the school-related information they need to make informed decisions about, and be helpful participants in, their children's education. This may include but not be limited to information about language assistance programs, special education and related services, Individualized Education Program (IEP) meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent or guardian permission for student participation in district or school activities, parent-teacher conferences, parent handbooks, gifted programs, and magnet and charter schools.¹⁷

The LEAs must develop and implement a clear process for determining (1) if parents and guardians have limited English proficiency, (2) what their primary language is, and (3) what their language needs are. An LEA may use a student registration form, such as the HLS, to inquire about whether a parent or guardian requires oral and/or written communication in a language other than English. The LEAs and schools must translate the HLS into languages that are common in the school and surrounding community. Schools must take parents at their word about their communication need if they request language assistance. Schools must also understand that parents or guardians may not be proficient in English, even if their child is.

The LEAs must provide language assistance to LEP parents effectively with appropriate, competent staff or appropriate and competent outside resources. To provide these services, LEAs may survey or canvas staff to see if they are trained and qualified to provide effective language assistance, or obtain qualified interpreters and translators if staff is unqualified or if additional staffing support is needed. The LEAs should ensure translators are familiar with the language used in school communication and it is strongly recommended that all interpreters and translators sign a confidentiality agreement. Schools or LEAs may also use a language phone line to provide interpretation services. Students, siblings, friends and untrained staff members are not considered qualified translators or interpreters, even if they are bilingual. All interpreters and translators, including staff acting in this capacity, must be proficient in both English and the target language; have knowledge of specialized educational terms or concepts in both languages; and be trained in the role of an interpreter or translator, and the ethics of interpreting and translating, with particular emphasis placed on the importance of maintaining student, family and staff confidentiality.

TOOL FOR TRANSLATING FEDERALLY MANDATED DOCUMENTS

In Mississippi, one tool for providing translated notices to families is the online system TransACT. All Mississippi public school staff with email addresses can access the system, which provides hundreds of translated, ESSA-aligned forms and notifications. TransACT can be accessed at www.transact.com.

Additionally, Title I of ESEA, as amended by ESSA now requires education agencies to conduct effective outreach to parents, guardians and families of ELs. This requirement includes outreach for regular meetings attended by non-El families.

Building strong relationships between families and schools or LEAs typically occurs over time, and these relationships can be established and nurtured in numerous ways, which go well beyond the basic requirements of translation and interpreter services. It is essential that school and district leaders understand the cultures of LEP families and integrate the culture of LEP families into school life. Schools and LEAs also should foster relationships by inviting families to volunteer in the school and encouraging families to help children integrate their cultural and linguistic traditions into school assignments and other curricular and extracurricular activities.

ENGLISH LEARNERS AND ACCESS TO OTHER PROGRAM SERVICES

Services for ELs must represent a continuum of available programs and students must not be denied access to programs due to language proficiency. The EL students who meet criteria may be eligible for a variety of other specialized program services, including gifted education, advanced placement, dual credit and other advanced courses; MTSS, special education services, migrant and immigrant programs, and services for homeless students.

GIFTED EDUCATION

EL students may possess extraordinary learning or performance abilities that have nothing to do with their language proficiency. Procedures used for identifying students who are gifted must be as bias-free and culturally equitable as possible, while also being consistent with the requirements set for other gifted students. These procedures must be designed to highlight student strengths and abilities, regardless of native language or dominant language use. Generally, assessments used in identification must be administered in the language that gives the individual student the greatest opportunity for demonstrating extraordinary capability. Assessment of a student's linguistic ability must be done in the language in which the student is most comfortable.

Students who are identified gifted must still receive EL services until they qualify for exiting EL status. The time spent in the development of English proficiency must not take precedence over appropriate instruction and learning in the student's areas of strength and talent. For example, a mathematically gifted, non-English proficient student must receive advanced and accelerated mathematics instruction and opportunities to perform at optimal levels. The language of instruction must serve the optimal development of the student's mathematics ability. The student must spend as much quality time in high-level mathematics learning and production as would a highly English proficient, mathematically gifted student.

ADVANCED PLACEMENT, DUAL CREDIT, AND OTHER ADVANCED COURSES

In addition to gifted education, EL students also must be provided with access to Advanced Placement, dual credit, and other advanced courses. The ELs must receive language supports to assist them in accessing academic content, just as they would if they were in other less accelerated academic courses.

GUIDELINES FOR EL STUDENTS WITH DISABILITIES

The IDEA and Section 504 of the Rehabilitation Act of 1973 (Section 504) address the rights of students with disabilities in school and other educational settings. If an EL is suspected of having one or more disabilities, the LEA must evaluate the EL promptly to determine if the EL has a disability or disabilities and whether the EL needs disability-related services. Disability evaluations may not be delayed because of a student's limited English language proficiency or the student's participation in an EL program. Also, a student's English language proficiency cannot be the basis for identifying a student for special education.¹⁸

It is important for educators to accurately assess whether ELs are eligible for special education services. Appropriate disability identification processes that evaluate the student's disability related educational needs and not the student's English language skills will help school personnel to accurately identify students in need of disability-related services. In addition, LEAs must ensure that a student's special education evaluation is provided and administered in the student's dominant language or other mode of communication and in the form most likely to yield accurate information about what the student knows and can do, unless it is clearly not feasible to do so. Assessing whether a student has a disability in his or her native language or other mode of communication can help educators determine whether a need stems from lack of English language proficiency or a student's disability-related needs.

When an EL student is determined to have a disability, the student's EL and disability-related educational needs must both be met. For EL students, in addition to the required IEP team participants under IDEA, it is essential that the IEP team include participants who have knowledge of the student's language needs. It is also important that the IEP team include professionals with training, and preferably expertise, in second language acquisition.

There are steps that must be taken to help prevent over-identification of ELs in special education. When a student is having difficulty mastering specific skills, it is important for the teacher to accommodate the instructional strategies and pace of instruction for the student. If the student continues to have difficulty after consistent language accommodations and Tier 1 and Tier 2 interventions, the student must be referred to the Student Evaluation Team (SET) along with the TST. The EL professional must be a member of the TST.

A number of factors must be considering when deciding whether a student must be referred for special education testing. These include the following:

- ❖ Entry date in the United States
- ❖ Years of consistent schooling
- ❖ Educational history, including years in U.S. schools and consistency of education
- ❖ Prior evaluation results
- ❖ Physical conditions that might account for difficulties, including need for glasses or hearing aids
- ❖ School attendance
- ❖ Input from parents, guardians, and families

After this information is reviewed, one of two things may happen:

1. The TST may recommend additional interventions and accommodations for the classroom.
2. The SET team can then make a referral for special education testing to determine if the student has a specific disability. Once a referral is made, testing is completed to determine if the student qualifies as a student with a disability under IDEA.

It is important to note that the parent, guardian, or the TST team may request a comprehensive assessment be completed at any time, which would then require a Multidisciplinary Evaluation Team (MET) meeting within 14 days to determine whether a comprehensive evaluation must be completed at this time.

Specific procedures for special education assessment are provided in the Mississippi Policies and Procedures Regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of 2004 (2009). As noted earlier, proficiency assessment in both English and the child's first language can identify the dominant language for the purpose of further evaluation and assessment if needed. Nonverbal tests are another alternative.

All students who qualify for services under IDEA, regardless of the type or degree of disability, share certain rights and needs, including:

- ❖ The right to a free and appropriate public education
- ❖ The right to an IEP specifying the student's unique needs along with the special education and related services the student is to receive
- ❖ The need to have cognitive, linguistic, academic, and social/emotional characteristics considered and appropriate environmental modifications or accommodations made

MIGRANT EDUCATION PROGRAM

An EL is eligible to receive migrant education program (MEP) services if they meet the definition of “migratory child” and if the basis for their eligibility is properly recorded on a certificate of eligibility (COE) or other written or electronic form. All school districts should have a copy of the migrant survey in their registration packet. Any survey indicating potential migrant status, should be provided to the Mississippi Migrant Education Service Center. The term “migratory child” is defined in section 1309(2) of the statute and section 200.81(d) of the regulations. Determining whether a child meets this definition is often difficult and depends on a recruiter’s assessment of information presented by a parent or other family member, guardian, or other individual responsible for the child.

According to sections 1115(b)(1)(A) (incorporated into the MEP program by virtue of sections 1304(c)(2)) and 1309(2) of the statute and §§ 200.81(e) and 200.103(a) of the regulations, a child is a “migratory child” and is eligible for MEP services if all of the following conditions are met:

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 seek or obtain qualifying work; and

5. With regard to the move 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.)

The general purpose of the MEP is to ensure that children of migrant workers have access to the same free, appropriate public education, including public preschool, provided to other children. To achieve this purpose, the MEP helps state and local education agencies remove barriers to the school enrollment, attendance, and achievement of migrant children. Although many migrant families represent language minorities, it is important to remember that many do not.

IMMIGRANT EDUCATION PROGRAM

Status as an immigrant often overlaps with EL status among students. However, educators must be aware that not all immigrant students are ELs. Some immigrant students, for example, might come from English-speaking countries or from countries where English is one of several primary languages. Many immigrants also come to the United States already English proficient, even if they come from countries where English is not widely spoken.

For purposes of education, immigrant children and youth include those individuals who:

- ❖ 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 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 and 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 3 full academic years.

Mississippi LEAs should identify immigrant students by adding a question to the Home Language Survey that is filled out by all new students during enrollment. The form should ask

about the number of years the child has attended school in the United States. The HLS strongly recommended by MDE includes a section that addresses immigrants.

There are a number of different needs that immigrants might have. One of the biggest needs is often English language instruction. Districts also may need to help immigrant students adjust to U.S. culture as well as to the culture of a new school and community. School staff may also need professional development in cultural proficiency to more effectively serve immigrant students.

Louisville Municipal School District's Plan Summary

Component 1: Program/Activities

The LMSD will continue to use whole group, small group pullout, and individual instructional strategies to help ELL students become proficient in English. Instructors will continue to use a variety of teaching resources, material and courseware such as Rosetta Stone, My Reading Coach, and Academy of Reading instructional tools.

Components 2: Accountability

Each school counselor or designee is required to test ELL students throughout the school year and share results with the district office. Test results and data are used by the school district as a component of the program/services evaluation.

Components 3: Parental and Community Involvement

The Office of Curriculum and Instruction in the LMSD will support parents of ELL students through regular contact and informational sessions to help parents with the education of their children. The school district is working with local universities and community organizations to solicit interpreters and translators to work with parents and students.

Components 4: Collective Consent

All teachers of the LMSD will be required to attend training focusing on strategies to Differentiate Instruction for students. Through Differentiated Instruction (DI), teachers will address the diverse learning needs and learning styles of all students, including students whose first language is not English.

Components 5: Evaluation and Achievement

School administrators, teachers, and counselors will continue to evaluate ELL students throughout the school year. The LMSD will use assessment data to determine if the district's ELL program is effective.

**MDE HOME LANGUAGE SURVEY
FOR K – 12 SCHOOL DISTRICTS**

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? _____
Date: 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 LAS Links Screener

DOCUMENTATION OF LAS LINKS SCREENER FOR STUDENT					
Date	Speaking Score	Listening Score	Reading Score	Writing Score	Composite Score

APPENDIX B

Language Service Plan (for Students with Limited English Proficiency)

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

STUDENT NAME	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	

ACADEMIC HISTORY PRIOR TO ENTERING CURRENT DISTRICT

Age Started School	Years in Preschool/K	Years in grades 1-5	Years in grades 6-12
Last grade completed	<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															

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)

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.

<i>PRINCIPAL Signature</i>	PRINTED NAME	<i>PARENT Signature</i>	PRINTED NAME
<i>EL COORDINATOR Signature</i>	PRINTED NAME	<i>PARENT Signature</i>	PRINTED NAME
<i>EL TEACHER Signature</i>	PRINTED NAME	<i>STUDENT Signature</i>	PRINTED NAME
<i>TEACHER Signature</i>	PRINTED NAME	<i>INTERPRETER Signature</i>	PRINTED NAME
<i>TEACHER Signature</i>	PRINTED NAME	DATE	

Exit/Monitor Status Documentation
(for Students meeting qualifications to exit EL Services)

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

STUDENT NAME		DATE OF BIRTH	
PARENT/GUARDIAN NAME			
PHONE (home)	(work)	(cell)	
HOME/SCHOOL COMMUNICATION to parent/guardian requested in:	<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:
		
	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):

Louisville Municipal School District
ELL District Program Evaluation Form
Appendix C (Page 1 of 3)

This guide is based on data from school year. Identification	-	Yes	No
1. The district has a procedure to identify all students who have a primary or home language other than English.			
2. District staff is knowledgeable of the procedures for identifying students who have a primary language other than English.			
3. School district/staff works directly with parents and students in the identification process.			
4. Documentation regarding each student's primary or home language is kept in student files.			
Assessment and Evaluation			
1. The district assesses annually the English language proficiency of all students identified as having a primary or home language other than English in the four domains of reading, writing, speaking/oral, and listening)			
2. The district administers the state recommended ELL proficiency assessments.			
3. The district has developed procedures for the validity and effectiveness of informal assessments, if used.			
4. The district has determined the English language proficiency level of students.			
5. The district assesses ELL academic skill in relation to grade or age level.			
6. The district has established qualifications for those who administer language assessments.			
Program			
1. Resources are available for ELLs at each grade level.			
2. There are no substantial delays in placing ELLs into an appropriate program (no less than 30 days following identification)			
3. There is coordination of curriculum between teachers for ELLs and teachers in the regular program.			
4. Instructional materials are adequate to meet language and academic needs of ELLs.			
5. The district has a system to evaluate and monitor the success of the language program.			
Staff			
1. The district has established qualifications for teachers who teach ELLs			
2. The district provides high quality professional development to classroom teachers and other district personnel who work with ELL students			
Number of ELL teachers who participate: _____			
Number of regular classroom teachers who participate: _____			
Number of paraprofessionals/aides who participate: _____			
3. Professional development activities are designed to improve instruction and assessment of ELLs, are based on research, and are of sufficient intensity to have a lasting impact on teacher's performance.			
4. Teachers/tutors of ELLS are fluent in English.			
5. The district has provided training to staff who administer, evaluate and interpret The results of assessments used with ELLS.			

6. The staff has followed applicable procedures and service requirements including Frequency, timeliness, and documentation.
Exit Criteria
1. The district has established exit criteria.
2. The exit criteria ensure that the ELL can speak English sufficiently to participate Meaningfully in the district's education program.
3. The exit criteria ensure that the ELL can read English sufficiently to participate Meaningfully in the district's education program.
4. The exit criteria ensure that the ell can write English sufficiently to participate Meaningfully in the district's education program.
5. The exit criteria ensure that the ELL can comprehend English sufficiently to Participate meaningfully in the district's education program.
6. The district monitors the progress of the exited ELL for two years following exit.
7. The district has procedures for exited ELLS who are experiencing academic difficulties in the regular program to re-enter language services.
8. Achievements, honors, awards, and other special recognition rates for ELLs are Similar to those of their peers.
Program Evaluation
1. The district conducts an annual evaluation of its program to determine its effectiveness.
2. The district disaggregates ELL data by:
Grade retention: _____ %
Graduation rate: _____ %
Dropout rates _____ %
Gender – Female _____ % Male _____ %
English proficiency level: _____ %
ELLs in the district: _____ %
Passed the state test: _____ %
Did not pass the state test _____ %
ELLs who have exited the program in the past two years: _____ - _____ %

This guide is constructed to provide the district with a comprehensive overview of its practices and procedures for English language learners.

Louisville Municipal School District
ELL COMPLIANCE MONITORING CHECKLIST
Appendix D

SCHOOL _____	Date _____	
	YES	NO
Copies of the district's ELL Guide are available to personnel in key locations throughout the school.	_____	_____
IDENTIFICATION		
The school has a Home Language Survey completed and on file for each student enrolled.	_____	_____
ENROLLMENT		
1. School personnel do not require a Social Security Card for enrollment. If a student does not have a SSC, the school assigns a number.	_____	_____
IF THERE ARE ELL STUDENTS IDENTIFIED AT THIS SCHOOL, CONTINUE RESPONDING. IF NOT, SIGN AND RETURN FORM.		
YES NO		
ASSESSMENT		
1. The school has assessed identified ELL students to determine those who need English support services.	_____	_____
PLACEMENT		
1. The school ensures age-appropriate grade level placement and prohibits retention or failure based solely on lack of English language skills.	_____	_____
2. The school's regular program teachers are modifying instruction and testing to accommodate each ELL student's language ability level.	_____	_____
3. The school evaluates each ELL student individually to determine that quantity of ELL and academic support necessary for the student to succeed.	_____	_____
SERVICE		
1. The school maintains regularly scheduled language instruction for ELL students.	_____	_____
2. The principal ensures that teachers are providing accommodations and modifications for ELL students	_____	_____
COMMUNICATION		
1. The school communicates with parents of ELL students concerning important school information in a language they can understand.	_____	_____

Louisville Municipal School District
ELL CHECKLIST FOR MONITORED STUDENTS (2 YEARS)
Appendix E

Under the No Child Left Behind Act of 2001, Title III, Public Law 107-110, Subpart 2 Accountability and Administration, Sec. 3121. Evaluations, all ELL students that have exited the ELL program and no longer receive services must be monitored for two years. This checklist will provide important information to the ELL support staff/classroom teacher and ensure a student's successful transition into the regular classroom.

Name of Student: _____ Circle: (Monitored Year) 1 2
School Year: _____ Grade: _____ Date: _____

- | Yes | No | |
|-------|-------|--|
| _____ | _____ | The student's English language is proficient and does not create a barrier for the continued growth and development of the English language. |
| _____ | _____ | The student is making adequate academic progress in both oral and written communication. |
| _____ | _____ | The student is passing all subject with grades no lower than a "C," and making adequate gains in acquiring new knowledge. |
| _____ | _____ | The student's state test scores are at or above the proficiency level. |
| _____ | _____ | The student works well independently in class, with little or no assistance from the teacher. |
| _____ | _____ | The student has a good attendance record. |
| _____ | _____ | The student has few or no office referrals for discipline. |
| _____ | _____ | The student interacts socially with other students. |
| _____ | _____ | Teacher-parent conferences indicate that the student is making adequate progress in the regular classroom without receiving ELL services. |
| _____ | _____ | The student shows no need for special accommodations or modifications to enhance academic performance. |
| _____ | _____ | Classroom performance and assessments indicate that the student should receive ELL services. |

Louisville Municipal School District

Tips, ELL/LEP Accommodations, & Other Instructional Strategies

Classroom Instructional Modifications and Accommodations

- ❖ Use visual aids and gestures
- ❖ Speak slowly, emphasizing key words
- ❖ Do not force oral production
- ❖ Write key words on the board with students copying them as they are presented
- ❖ Use Pictures and manipulatives to help illustrate concepts
- ❖ Do role-playing activities
- ❖ Use multimedia language role models
- ❖ Encourage choral reading
- ❖ Use charts, tables, graph, and other conceptual visuals.
- ❖ Use music, TV, multimedia and radio with class activities
- ❖ Conduct group discussion
- ❖ Be aware of idioms. They often need explanations since new language learners tend to interpret everything literally.
- ❖ Be aware of vocabulary, which might seem contradictory and therefore need explanation. For example, a football stand is where we sit.
- ❖ Write assignments and page numbers on the board.
- ❖ Avoid yes/no questions. Your student may feel it is disrespectful to disagree with you.
- ❖ Don't ask, "Do you understand?" You ELL student will probably say "yes" even if he/she doesn't have the foggiest idea what you're talking about because it is always polite to agree. Instead, have him demonstrate his comprehension by performing a task or explaining the directions in his own words.
- ❖ Explain why an ELL student should read an assignment. What information should he/she retain and how will he/she be expected to use it?
- ❖ Explain what you mean by a quiz and a test.
- ❖ Avoid timed test. The ELL student may know the information but require more time to express it in English.
- ❖ Encourage participation by telling the student a day in advance what you will ask him/her. Find out what the student knows and ask him about that or help him/her prepare an answer so he/she is confident of success. As confidence increases, the student should begin to participate more freely.
- ❖ Realize your student may come from an educational system, which emphasized rote learning and discourage analyzing and synthesizing data. It doesn't mean he/she can't or doesn't think abstractly or make inferences. The student may just need help and encouragement developing these skills for an academic environment.
- ❖ Realize phonics may be difficult for the ELL student. It may take a long time for him to distinguish the various sound in English that are not represented in his native language. Lists of contrasting sounds, which may be troublesome for speaking of various languages, are available.
- ❖ Remember that English may not be used in the home. Therefore, the ELL student needs every opportunity to express himself/herself in English and may also need assistance completing assignments in school.
- ❖ Don't be misled by the ELL student's ability to "shoot the bull." The student may be linguistically street-wise but a long way from competency in academic English.

- ❖ Evaluate the student's placement periodically. The student may need to start in a lower group but be able to move rapidly through levels – especially if he/she had a strong academic profile in his native country.
- ❖ Use the ELL student as an international resource. The student can provide information about his native country and language. An international corn is a touch of home for the student and an excellent cross-cultural experience for the entire class. Travel agencies have listings of international tourism offices, which may provide free posters and materials for a resource center.
- ❖ Make your new student feel a part of the group by assigning classroom responsibilities (watering plants, feeding fish, etc.) from an early date.
- ❖ Use a seating plan and/or photos of the class to help a new student learn the names of his/her classmates rapidly. A possible project is to circle an outline map of the world with these photos and draw a line from each child's photo to the country of his family's origin.
- ❖ Use simple children's games such as Bingo, Simon Says, etc. These are readily adaptable to language learning by the simple addition of a language component. (Make Bingo games for consonant and vowel sounds by cutting up workbook pictures.)
- ❖ Keep the student constructively occupied in class. Store catalogs provide an excellent source of materials that students can cut up to create their own books. Pronouns, plurals, possessives, as well as the vocabulary pictured can all be reinforced.
- ❖ Don't be afraid to over-teach. Language learning requires repetition. Think how long it takes a toddler to be able to produce the language he has been hearing since infancy. Oral mastery should be primary, with reading and writing used to reinforce forms and vocabulary that have already been learned.
- ❖ Use subject areas such as math and science to help teach English. Manipulation of play money offers excellent language possibilities. Simple science experiments, where what is visible reinforces what is being verbalized, can be used.
- ❖ Use filmstrips to back up content area instruction. The ELL student can be given the responsibility for making maps, models, drawing and collecting pictures, etc. in social studies.
- ❖ Encourage the ELL student to indicate when he does not understand you. Praise the student for doing this and try to reword what you are saying.
- ❖ Never discourage parents from speaking their native language with the child. Parents' command of English is usually too limited to make them good models, and if they feel uncomfortable speaking English, communication between parent and child may so be limited to essential commands.
- ❖ Make use of music, nursery rhymes, and stories that involve repetition and humor. Ask your music teacher for help.
- ❖ Use your ELL specialist as a resource person. He/she can give you advice about ELL materials, as well as primary materials that are readily adaptable for use with the second language student.
- ❖ Realize that it may be necessary to give more information and in more detail for an ELL student than for a native speaker. Use a variety of ways to communicate, including rewording what you want to say, drawing sketches, using gestures, pantomime, and writing basic words. Try to overcome any personal anxiety you might feel in not being understood.
- ❖ Teach the ELL student some commands and then let him lead the class in Simon Says.
- ❖ Ask the ELL student to teach a game from his country.
- ❖ Ask him/her to draw a picture, any picture, and talk about it. The students will be interested in the picture or he/she wouldn't have drawn it.

- ❖ Have ELL students keep notebooks or scrapbooks, a "My Book." Let the student draw or cut out and paste in any pictures he/she likes. Then help the student (or ask a peer to help the student) to identify and then label items in the pictures.
- ❖ Don't put the ELL student with poor readers all the time. Put the ELL student with high achievers (readers) sometimes so that he/she will have good models.
- ❖ Use brand names that the ELL student already knows from TV commercials and other media advertising. Get placemats, brochures, and ads from stores and dealers. These can be used for a variety of language-learning experiences.
- ❖ Let the ELL student write his/her own dictionary, using pictures, cartoons, captions, and/or titles. Leave ample space for new words from new units: food, clothing, parts of the body, money, furniture, and classroom objects.
- ❖ Take advantage of the ELL student's love to TV and radio commercials. Take the language slogans from magazines or TV and use them to provide a successful experience for the learner.
- ❖ Be sure the ELL student is able to give personal information with confidence: name, age, address, phone number, parents' names, etc.
- ❖ Have the ELL student call a toy store and ask the price of a particular toy.
- ❖ Have an older brother, sister, or relative come to class and give a short play, dance or tell a folktale in his/her native language. Give an introduction in English and answer questions about it in English.
- ❖ Have an ELL student translate a traditional folktale in English and write it in "My Book."
- ❖ Have the ELL student interview American students or staff.
- ❖ What is your favorite ...?
- ❖ What do you have in your room at home?
- ❖ Tell me about your ...?
- ❖ Interviews may be taped on cassettes.
- ❖ Have the more advanced ELL student conduct a poll (with specific directions) by asking certain questions of his/her peers (American students) and then forming some conclusions. This is good for comparison, contrast, gathering and organizing material, and making conclusions. The end product could also include graphs, charts, narrative reports, etc.
- ❖ Ask young American children to teach jump rope rhymes to the ELL student.
- ❖ Copy the lyrics of a current popular song and have the ELL student memorize them.
- ❖ Ask an American peer to simplify a pop song. Underline the problem vocabulary or structures and ask an American student to explain (by using simpler vocabulary and structures) the meanings to the ELL student.
- ❖ Play "Bingo." It is a good game for teaching listening comprehension and numerals. Variations can be used to teach specific vocabulary.
- ❖ Play "Concentration." This is another good game for teaching vocabulary. Cut out pictures. Mount them on cards of equal size, making sure you have two identical pictures for each object. Turn all the cards face down and have the student try to match cards. Each time he turns a card over (whether or not it is a match); he must say something about the card.
- ❖ Use pictures and other language materials you already have and adapt them. Teachers from the higher grades can borrow from elementary teachers (as long as the pictures match the age/interest level of the student). Frequently, elementary school teachers make good ELL teachers because they are accustomed to pacing lessons, repeating, reviewing, doing a lot of board work and using visuals.
- ❖ Use cooperative learning strategies.
- ❖ Focus on central concepts rather than on details by using the thematic approach.

- ❖ Adapt materials by adding graphic organizers, pictures, charts, maps, timelines and diagrams.
- ❖ Use subject areas such as math and science to help teach English. Manipulation of play money offers excellent language possibilities. Simple science experiments, where what is visible reinforces what is being verbalized, can be used.
- ❖ Record several simple instructions on a cassette to allow ELL students to proceed at their own pace.
- ❖ Make a list of activities you expect the ELL student to complete in a specified period of time. Restrict the content in these activities, but make up a variety of activities. (speaking, listening, reading exercises, watching filmstrips, and writing) on the same topic. You might want to include vocabulary exercises or interpretations of visual materials. This contract arrangement should be limited in time and activities in the beginning and should grow in length as the student's fluency and skills expand.
- ❖ Allow extra-linguistic cues such as visuals, props, and body language.
- ❖ Allow for linguistic modifications such as repetitions and pauses during the speech.
- ❖ Allow increased wait time to give the student time to formulate an answer.
- ❖ Provide interactive presentations with frequent comprehension checks.
- ❖ Use cooperative learning strategies.
- ❖ Focus on central concepts rather than on details by using the thematic approach.
- ❖ Adapt materials by adding graphic organizers, pictures, charts, maps, timelines and diagrams.
- ❖ Build on ELL students' prior knowledge as often as possible (while considering cross-cultural issues).
- ❖ Develop reading strategies such as mapping and writing to develop thinking.
- ❖ Use an integrated approach: subject matter and English language skills.
- ❖ Assign the ELL student a classroom buddy.
- ❖ Allow the ELL student to write notes and translations in the textbook (Clear this with the building level principal).
- ❖ Give, or allow the ELL student to get, extra help on assignments.
- ❖ Allow the student to use a word-to-word dictionary on all tests and assignments.
- ❖ Allow the student to have extra time for taking tests (and for completing assignments, if the student will benefit by having the extra time).
- ❖ Allow the student to take tests with the ELL teacher.
- ❖ Have someone read the test or other work to the student, if it will be beneficial to the student.
- ❖ Adjust the length of assignments/tests, if it is warranted.
- ❖ Assign the student comparable content material at a lower reading level, when possible.
- ❖ Allow the student to demonstrate proficiency without requiring a written evaluation, when possible.
- ❖ Allow the student to write memory work rather than saying it, if it will be in the best interest of the student.
- ❖ Use sequence cards, strip stories, and model clocks – materials that are already in school.

Remember: Any adjustments *MUST* be in the best interest of the student and not just for the convenience of the instructor.

Terry J. Medina, National Origin Coordinator, Southeastern Equity, Components of Effective ESL/Bilingual Programs.

Louisville Municipal School District
Documentation of Instructional Accommodations
For English Language Learners
Appendix H

ELL students should be expected to meet the same educational requirements as other students; however, they may need more time to do so. Federal requirements mandate that districts take affirmative steps to open their educational programs to national origin minority group students. This means that while ELL students must meet the same educational requirements as other students, these requirements must be presented in a manner appropriate to ELL students' cultural and linguistic needs and in a time frame that facilitates their learning.

Teacher: _____ Date: _____

Subject: _____ Student: _____

- _____ The student's level of language proficiency is AT-or-ABOVE Intermediate.
Check the accommodations that are routinely provided for the student.
- _____ The student has been paired with a study buddy/partner in the classroom.
- _____ The student is allowed to use a word-to-word dictionary on tests and assignments.
- _____ The student is allowed to demonstrate proficiency without requiring a written evaluation, whenever possible.
- _____ The student is allowed extra time for taking tests and for completing assignments.
- _____ The teacher adjusts the length of assignments or tests.
- _____ The student is assigned comparable content material at a lower reading level, whenever possible.
- _____ Other: _____
