

PEARL PUBLIC SCHOOL DISTRICT

Federal Program Title III English Language Learner/Immigrant Plan and Procedure Manual 2015-2016



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Pearl Public School District School Board Policy & State Law

The following policies are from the PPSD School Board Policy Manual. These policies are directly related to the district's Limited English Proficient Program (LEP).

Policy Code: JAA Equal Educational Opportunities

EQUAL EDUCATIONAL OPPORTUNITIES

Every pupil of the Pearl School District will have equal educational opportunities regardless of race, color, creed, sex, handicap, religion or marital status. No student shall be excluded on such basis from participating in or having access to any course offerings, athletics, counseling, employment assistance, and extra-curricular activities.

As provided under Title IX of the Education Amendments of 1972, no person in the U.S. shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.

The Mississippi Public School Accountability Standard for this policy is standard 2.

HARASSMENT PROHIBITED

This school district affirms employee protection provided under Title VII, and therefore "shall not tolerate verbal or physical conduct by any employee, male or female, which harasses, disrupts, or interferes with another's work performance or which creates an intimidating, offensive, or hostile environment."

Further, this school district prohibits sexual harassment of or by any student. This policy applies to conduct during and relating to school and school-sponsored activities. Sexual harassment is inappropriate behavior and offensive. Any student who engages in the sexual harassment of anyone in the school setting may be subject to disciplinary action up to and including expulsion.

LEGAL REF.: MS CODE 37-15-35

Mississippi Public School Accountability Standards

1972 Education Amendments, Title IX; 45 CFR Part 86;

1964 Civil Rights Act, Title VI; 45 CFR Part 84;

1973 Rehabilitation Act, Section 503;

1973 Rehabilitation Act, Section 504;

Brown v. Board of Education, 347 U.S. 483 (1954)

CROSS REF.: Policies BA - Board Operations Goals and Objectives Mission Statement

CA - General School Administration Goals and Objectives

IB - Instructional Goals

Policy Code: IK Limited English Proficiency Instruction

LIMITED ENGLISH PROFICIENCY INSTRUCTION

THIS POLICY COMPLIES WITH THE REQUIREMENTS OF THE NO CHILD LEFT BEHIND ACT OF 2001

The Pearl School District Board of Education will provide a program of language instruction to students who have limited English proficiency. Student participation in any language instruction program or instruction in English as a second language is voluntary. Parents/guardians must be notified prior to the initial placement of a student in a language instruction educational program. Parents have the right to waive services and remove their child(ren) from the district's program. However, they must be assessed each April with the WiDA.

IDENTIFICATION

Students who meet any one or more of the following criteria shall be identified as being limited in English proficiency. A student who:

1. was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or
2. is a Native American or Alaskan Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency; or
3. is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and
4. who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

REQUIREMENTS

If this district receives federal funding for Limited English Proficient (LEP) Programs, the following will be provided:

1. Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in the specified program.
2. Students will participate in regular assessments in a manner that will yield an accurate assessment. Test waivers may be granted on a case-by-case basis for LEP students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in English.
3. Certification that teachers in the program are fluent in English as well as other languages used in instruction (if the district receives subgrants).
4. Evaluation of the program and the academic success and language achievement of the students in the program. Parents will be notified of:
 - a. Their child's level of English proficiency and how such a level was assessed.
 - b. The status of their child's academic achievement.
 - c. The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.
 - d. Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.
 - e. Exit requirements for the program.
 - f. If the child has a disability, a statement as to how the LEP will meet the objectives of the child's IEP.

Consequences of inadequate yearly progress include notification of parents, development of improvement plans, and restructuring of programs or the district will lose federal funds. For non-English speaking parents, the district will arrange to provide translations of this information in their native language.

LEGAL REF.: P. L.107-110 (No Child Left Behind Act of 2001)

CROSS REF.: Policies IDDF - Special Education Programs

II - Testing Programs

Mississippi School Immunization Laws

In order to enroll in any public or private kindergarten, elementary, or secondary school in Mississippi, a student must provide the school with a:

Certificate of Immunization Compliance (Form 121) - MUST be signed by the District Health Officer, a physician, or a nurse.

Or a

Certificate of Medical Exemption (Form 122) - is not computer generated. This form MUST be signed by the District Health Officer (refer to the Medical Exemption section for specific information.)

The list of immunizations required is specified by the State Health Officer and is promulgated at least annually as directed by state statute. All vaccines are to be given at the appropriate age and intervals according to ACIP recommendations. The required vaccines are listed below.

MS School Entry Immunization Requirements 2011-2012^a

Vaccine/antigen	No. of doses
Diphtheria, Tetanu, Pertussis (DTaP) ^b	5 ^c
Polio (IPV)	4 ^d
Hepatitis B	3
Measles, Mumps, Rubella (MMR)	2 ^e
Varicella (chickenpox)	2 ^f
Tetanus, Diphtheria, Pertussis (Tdap)	1 ^g

- a. All children entering a Mississippi school (any grade) for the first time will be required to have the above listed immunizations. **This includes Pre-K 4 year olds – 12th grade.**
- b. Children entering a Mississippi school after their 7th birthday, who do not meet the above DTaP requirements, will need at least 3 total doses of diphtheria/tetanus containing vaccine (Td). Tdap should be used as one of the three diphtheria/tetanus containing vaccines (preferably as the first of the 3 doses) for children age 10 years and older.
Refer to the Advisory Committee on Immunizations Practices (ACIP) catch up schedule at: <http://www.cdc.gov/vaccines/pubs/pinkbook/default.htm>.
- c. If the 4th dose is received on or after the 4th birthday, a 5th dose is not required.

- d. The final dose in the series should be administered at ≥ 4 years of age, regardless of number of previous doses.
- e. MMR vaccine may only be waived if there is a documented physician's diagnosis of previous infection with measles, mumps and rubella disease or serologic confirmation of immunity to measles, mumps and rubella.
- f. Varicella vaccine will be waived for evidence of past infection, including a past history of chickenpox or serologic confirmation of immunity to chickenpox.
- g. All students entering 7th grade must have an updated Form 121 proving that they have received a recent Tdap (at age seven or later).

Pearl Public School District English Language Learner Program

All English language learners will participate in a quality instructional program that supports the development of a positive self concept as well as fosters pride and intercultural understanding. The district's implemented instructional program is designed to meet the grade level academic standards as identified in the Mississippi Department of Education (MDE) Curriculum Frameworks. Emphasis will be placed on providing students with the greatest possible access to core curriculum and afford students access to appropriate English language instruction that will ensure progress from limited English proficiency to fluent English proficiency.

The District English Language Learner Program's purpose is to ensure that:

- students are successful in English academic programs designed for native speakers of English; and
- students are successful in the progression through Mississippi's English Language Proficiency Standards as appropriate for age, ability, and experience.

I. EDUCATIONAL THEORY AND APPROACH

The program for English language learners is designed to help students acquire fluency in English, to provide students with equal access to the academic core curriculum, and to help students maintain a positive self-concept. The district acknowledges that there are a variety of strategies and pedagogical approaches that may be used to accomplish these goals. The choice and combination of instructional strategies used are aligned to the individual student's needs, State and Federal mandates, as well as parent requests.

The district will accommodate Limited English Proficient students' language level in the classroom and, in some cases, provide specific language instruction to help the student attain English language proficiency. To determine which educational approaches will be

used for individual students, multiple factors are considered. These factors include, but are not limited to, English language proficiency data, other evaluation data that may be available, previous school records, teacher recommendations, input from the District LEP Coordinator, as well as consultation with other educators.

The classroom teacher(s) will be the primary means of content area instruction and are required to accommodate the language needs of LEP students using one or more accommodations recommended by the ELL Tutor or LEP Coordinator. In addition, it is recommended that teachers modify lesson plans, classroom structure, and assignments to allow for the most favorable learning environment for LEP students. Bilingual books and resources, first language support, and cultural sensitivity will be encouraged in all learning environments.

All students are expected to master the district's core curriculum goal expectations for each grade level. While it is understood that English language learners may master the content at a different rate than their native English peers, all students are held to the same high academic standards. Alternative measures may be used to assess the progress of English language learners who are learning English in addition to or until the student is able to be assessed using mainstream English measures. Multiple measures are used to monitor student progress toward meeting grade level standards.

II. PROGRAM GOALS

- Goal 1 – an annual increase in the number or percentage of students making progress in learning English (as measured by the WIDA test approved for use as an appropriate English language proficiency assessment).
- Goal 2 – an annual increase in the number or percentage of students attaining English language proficiency (as measured by the WIDA test approved for use as an appropriate English language proficiency assessment).
- Goal 3 – to make adequate yearly progress for the district's LEP and immigrant students (as measured by academic assessments included in the Mississippi Curriculum Test and Subject Area Testing Programs in the areas of mathematics, reading/language arts, and science).



III. INITIAL IDENTIFICATION

Pursuant to federal regulations, all students must be asked questions to determine if a student may be referred to the ESL program for language proficiency testing. These questions are asked through the Home Language Survey, which is part of the registration/enrollment process. Students whose first or home language is a language other than English or whose native language is a language other than English will be given the WIDA W-APT proficiency test upon referral to determine language proficiency.

HOME LANGUAGE SURVEY

The Home Language Survey should be given to all new enrolling students in the PPSD. This form should be completed and returned to the school. To keep accurate records the secretary or counselor will need this information to complete MSIS screens. The Home Language Surveys should be placed in the cumulative records.

SOCIAL SECURITY NUMBER

Federal regulations prevent schools from requiring students to have a social security number for enrollment. If a student does not have a social security number or the parent does not provide this information the following process should occur:

The secretary will request a MSIS number.

The MSIS number will be used in place of the social security number.

IMMUNIZATION RECORD

If a child does not have an immunization record the following process should occur:

Parent or legal guardian is directed to obtain the correct form from a doctor or the local health department.

PROCESS FOR IDENTIFYING STUDENTS WHO ARE LIMITED ENGLISH PROFICIENT

STEPS:

1. Registration/Enrollment – New students complete Home Language Survey (HLS) [see Appendix A]. All re-enrolling students should have a HLS in the cumulative file.
2. If the child speaks a language other than English, or if a language other than English is spoken in the home, then the child **must** be assessed with the W-APT.
3. A copy of the W-APT results should be sent home & a copy **must** be placed in the child's permanent record.
4. If W-APT results indicate that the student is in need of English Language Learner (ELL) services, a Request for Services form is sent home [see Appendix B]. The letter must be sent within the first 30 days of the start of school or within two weeks after enrollment after the start of school.

5. When the Request for Services form is completed and returned, two copies should be made of the form. One copy of the Request for Services form is kept on file at the school in the child's cumulative record and a second copy of the form is provided to the classroom teacher. The original Request for Services form is placed in the district green LEP student folder submitted to the LEP coordinator.
6. The student is scheduled to receive services from the LEP tutor and placed in the LEP program.
7. Complete the following information in the detailed roll and send to the LEP coordinator: student's MSIS number, name, address, date of birth, gender, grade level, immigrant status, and language spoken.
8. The tutor works with teachers and administrators to develop a schedule [see Appendix C] for providing services.
9. If a student withdraws from school, update the detailed LEP roll and send to the LEP coordinator with the date the child withdrew and any additional information you may have (i.e. moved to Canton, etc.)
10. In April, **ALL** students identified as LEP must be tested using the WIDA assessment. You do not need parental permission to administer WIDA.
11. WIDA results will arrive in the district during the summer. A copy should be placed in the cumulative record and a copy should be sent home to the parent/guardian.
12. Student rolls must be updated throughout the year as needed.
13. Tutors will be called on by the school to do written and oral translations throughout the year. Please check with your principal about translations of the student handbook.

IV. ELIGIBILITY REQUIREMENTS, ASSESSMENT, PLACEMENT, AND ACCOMMODATIONS

All new enrolling students in a participating district are required to complete a Home Language Survey, which determines whether or not a student is referred for testing. Students who are referred to an ELL Tutor are tested for language proficiency using the WIDA W-APT proficiency exam.

Students transferring from other school districts within the U.S. whose home or native language is a language other than English will be tested for language proficiency if no ELL records from the transferring school have been received.

Student eligibility for services is not based on immigration status and districts are in fact prohibited from inquiring about the immigration status of a student or family. The U.S. Supreme Court has ruled in *Plyler v. Doe* [457 U.S. 202 (1982)] that public schools may not require social security numbers from all students as this may expose undocumented

status. Students are also not required to show an original birth certificate for enrollment; “other reliable proof” such as a baptismal certificate, family bible with dutiful records, or an affidavit would suffice in place of the birth certificate.

ASSESSMENT

Assessment is supervised by the LEP Coordinator and administered by ELL Tutors who have received training through the MDE Office of Student Assessment. The District acknowledges that research states that it will take most English Language Learners five to seven years to become proficient in all five domains of the language, which includes speaking, listening, reading, writing, and comprehension skills.

English Language Proficiency will be determined from the data results following the administration of a state-mandated assessment called the World-Class Instructional Design and Assessment Consortium’s WIDA Access Placement Test or *WIDA W-APT*. The W-APT assesses the student's proficiency level verbally as well as in reading, writing, listening, and comprehension.

PLACEMENT

Once a level of English proficiency has been determined, the student’s parents are notified in writing (page 19/2) of the level. If the student qualifies for tutorial services parental/guardian permission is requested with the form on page 20 or 22. School personnel will review the following components as needed with the parents/guardians:

- Language assessment results in speaking/writing/reading/listening/comprehension
- Previous educational information
- English language proficiency in the home
- Primary language spoken in the home
- Degree of home support in English

Students who are not determined to be English Language proficient and will be receiving support in English Language Acquisition **should be placed in an educational setting that is age-appropriate grade level.** (*MS Guidelines for English Language Learners: Policies, Procedures, and Assessments, 2011, 30*).

ELL Program participants will be reevaluated yearly (each spring, prior to the close of the school year) for language proficiency gain. Adjustments to LEP students’ plans and/or re-designation will be made as necessary based on said yearly assessment.

ACCOMMODATIONS

If a child is determined to need support in becoming English proficient, he/she will be placed in the Limited English Proficient tutorial program and also will continue in the regular classroom program. Accommodations and modifications that correspond with

the student's grade level will be determined; however, the learning and/or instructional objectives will be aligned to the Mississippi Framework for English Language Learners, the district and state benchmarks, and the WIDA standards. The LEP Coordinator and/or designated committee member will provide the parent with a letter explaining the LEP program, the Pearl Public School District's ELL plan, and the information describing **their** child's education. Parents will receive information to observe their child in class and the right to accept or decline services on behalf of the student. Once the parent has been fully informed, he/she will have the opportunity to refuse the program by signing the refusal of services form. If a parent(s) declines ELL services, the parent may withdraw the student from a formal ELL tutoring instructional plan. However, under the *Civil Rights Act of 1964*, the district is still obligated to provide an appropriate regular academic classroom setting enhancing student participation and learning coupled with acceptance and belonging. Students who qualify for ELL services must be coded in MSIS as an LEP student – regardless of whether the parent has requested LEP tutorial services or not. Accommodations or modifications or both, when consistent with the normal on-going delivery of instructional services, may include:

- reading text to student in English;
- paraphrasing directions for tasks in English or in the student's primary language;
- oral translation of text to the student's primary language;
- extended time
- use of foreign language dictionaries and glossaries that provide translations to student's primary language;
- use of word processor or typewriter; and
- use of grammar or spell-check systems.

Appropriate accommodations and modifications for students with limited English proficiency will be written into each student's ELL Program Services Plan. In early spring, classroom teachers will be asked to confirm the accommodations/modifications that have been implemented as a part of the students' daily instructional routine by using a checklist created, distributed, and monitored by MDE. The ELL Tutor then distributes final assessment accommodations information to the District LEP Coordinator and District Testing Coordinator.

GRADING

The Pearl Public School District adheres to the following plan for English Language Learners in regards to assigning grades for core academic subjects. Grades assigned are based on their English Language Proficiency.

Grades PK-5 use the Pearl Public School District's regular grading scale. Procedures support multiple attempts toward content mastery with remediation and enrichment where needed. An incomplete or "I" may be initially assigned until the student has had time to adjust to the academic setting and demonstrate their level of ability. Any

designation of an incomplete must be transferred to a numeric grade by the end of the course.

Grades 6-12 use the Pearl Public School District's regular grading scale. Procedures support multiple attempts toward content mastery with remediation and enrichment where needed. An incomplete or "I" may be initially assigned until the student has had time to adjust to the academic setting and demonstrate their level of ability. The Incomplete (I) is replaced with a letter grade when the student can comfortably demonstrate academic progress and knowledge in that core content subject. Any designation of an incomplete must be transferred to a numeric grade by the end of the course.

Teachers, ELL tutors, and the district office maintain a record of student language acquisition progress, academic core content subject progress, and testing results. The Pearl Public School District concurs with the *MS Guidelines for English Language Learners: Policies, Procedures, and Assessment Handbook, 2005*, that ELL students are expected to meet all the same educational requirements as all other students, but acknowledges that it takes more time. Thus, it must be noted that an:

NO FAILING GRADES MAY BE GIVEN DURING THE ELLS' PROGRESS FROM LEVEL 1 - ENTERING THROUGH LEVEL 3 - DEVELOPING LANGUAGE PROFICIENCY. (MS Guidelines for English Language Learners: Policies, Procedures, and Assessment Handbook, 2011, 51).

Limited English Proficiency includes the areas of reading, writing, speaking, listening and comprehension. Students must be graded on individual achievement that includes academic accommodations, based on their level of English proficiency. In accordance with MDE regulations, a D is the lowest grade that an ELL student, in the Level 1 - 3 of English Language Acquisition, may receive on any paper/assignment and/or report card. During these stages of English Language Acquisition, grading an ELL student is based on the student progress toward academic content and the standards, but at their level of English language proficiency.

An ELL student may *receive* a failing grade during the Level 4 – 6. However, this requires detailed documentation that the failing grade is not related in any *way* to English language deficiency and complete documentation must be maintained and recorded by the school personnel, regular education teacher and/or tutor. This information must be provided to the LEP Coordinator and student's parents. A copy of all documentation is placed in the ELL student's folder at District Office.

V. SPECIAL POPULATIONS (Gifted, Talented and Special Education)

ELL students are eligible to participate in all programs offered by the Pearl Public School District, for which they qualify – including gifted, special education, speech/language services, and extracurricular programs.

LEP students may exhibit academic strengths that warrant a recommendation of gifted/talented by classroom teachers, counselor, or the ELL Tutor. In such an event, students will be referred to the district's gifted/talented coordinator for review. The ELL Coordinator should be informed of any placement in order to lend support to the teachers involved.

The ELL student will be tested in English (when applicable) and/or his/her first language (as deemed necessary). Evaluation scores coupled with teacher, counselor, parent, and LEP Coordinator evaluations will be given to the TST committee to determine eligibility for services through further assessment and screening. Special Education services of the ELL student will be determined by the evaluation results reported by the Department of Special Services. When an ELL student is placed in Special Services his/her ELL tutorial program is coordinated with that service to continue his acquisition of the English language.

For more detailed information pertaining to ELL students and the procedures ensuring equal opportunities for ELL Students being considered for Special Education, see the *MS Guidelines for English Language Learners: Policies, Procedures, and Assessment Handbook, 2011, 19, 47-50*.

VI. MONITORING, EXIT REQUIREMENTS, AND FOLLOW-UP

MONITORING

Periodical

Based on the accommodations and modifications implemented by the regular classroom teacher and those utilized by the ELL Tutor, the two shall collaborate on student progress and inform the parent(s)/legal guardian on a regular, on-going basis. This communication may include, but is not limited to, parent conferences, phone calls, progress reports, and report cards. If there is evidence that a student is experiencing grave difficulty, the ELL committee will reconvene to reassess the academic plan for the ELL student.

Annual

Prior to the end of the school year, the ELL committee will collect all relevant data and will conduct an annual evaluation of the students' progress. Data will include, but not be limited to, *WIDA assessments*, *MCT3*, Subject Area Tests, nine-week grades, rubrics and checklists maintained by the teacher and ELL Tutor, student class work and assignments, and any other relevant information. At this time, the committee will review the information and suggest a plan to continue current accommodations and

modifications, revise the accommodations and modifications, or conclude that the student has attained Stage VI of English proficiency and academic success. At this time the student is eligible to exit the program (tutorial and classroom accommodations), but will be monitored bi-monthly for two years following the formal exit meeting by the classroom teachers, counselor, ELL Tutor, and LEP Coordinator to ensure the continued success of the student. (*MS Guidelines for English Language Learners: Policies, Procedures, and Assessment Handbook, 2005, 15*)

EXITING

Upon transitioning a student from the ELL Program, the ELL Tutor will monitor students' academic performance (two years required) utilizing progress and grade reports, conferences with classroom teachers and counselors, and interviews with students. Should a student exhibit difficulty that is language related, the ELL Tutor may recommend further action such as accommodations and modifications for both teachers and students or additional specialized instructional services. This is defined on a case-by-case basis and documented in the student's permanent record.

Should a student's academic and language performance be relegated as successful, the student will fully exit the program at the conclusion of two years or anticipated graduation date or withdrawal, whichever shall come first.

VII. PARENTAL RIGHTS & NOTIFICATION (NCLB Title III, Part C, Section 3302)

Parents (guardians) will be notified within 30 days of the date identified as LEP if a student is enrolled at the beginning of the school year and within 10 days thereafter.

Provision will be made for parents (guardians) to have input into students' initial Program Services Plan if they desire.

Parents (guardians) will also be notified in writing in the language of the home within 30 days if the district has failed to meet the objectives outlined to the parent at initial placement/re-designation or upon failure to meet appropriate proficiency gains. Measures will be taken to correct the matter such as selection of new instructional materials, a new instructional method or approach, acquisition of a new/different teacher/tutor/aide/assistant, redefinition of classroom accommodations and modifications, etc.

Parents (guardians) of ELL students who are designated LEP can deny inclusion in the district's ELL program. Such a desire must be documented by the district and included in the student's permanent record.

Parents (guardians) also may choose to withdraw their child from the ELL program at any time. Every effort will be utilized, however, to explain the necessity of such instruction and effort will be made to alleviate any concerns or modify the students' Program Services Plan in order for the child to remain in the program. Should withdrawal be made, it must be documented and included in the student's permanent record.

Every effort will be made to encourage parent involvement in district activities including providing interpreters for conferences and providing written communication in the language of the home.



APPENDICES

Pearl Public School District
HOME LANGUAGE SURVEY

Federal and state laws require the following information be collected about the primary and home language of every student upon enrollment in the school district. Please complete a survey for each child you are enrolling.

Name of student:

Last _____ First _____ Middle _____

Grade _____

1. Was the student named above born in the United States? Yes No

If no, in what country were they born? _____

2. What language did your child learn when he or she began to talk?

English

Spanish

Other _____

3. Does the student speak a language other than English? Yes No

4. What language does your child speak most often?

English

Spanish

Other _____

5. What languages are spoken in your home? (Circle all that apply)

English

Spanish

Other _____

If any language other than English is marked above, please answer the following question:

6. Has your child attended school in the United States for any three years during their lifetime?

Yes

No

If yes, please provide school name and state.

Name of School _____ State _____

Name of School _____ State _____

Name of School _____ State _____

Parent or Guardian's Signature

Date

Date _____
 (Within 30 days of start of school or 2 weeks of enrollment after start of school)

Dear Parent/Guardian,

This letter is your notification that your child qualifies for the language instruction educational program offered by Pearl Public School District. The Pearl Public School District offers tutorial assistance to Limited English Proficient (LEP) students. This program is provided through federal and local funds and designed to offer assistance to a student who can be defined as follows:

- (1) "was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant;" **or**
- (2) "is a Native American of Alaska or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency;" **or**
- (3) "is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant."

AND

"has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society."

Based on the Home Language Survey you completed, your child is eligible for being assessed to receive these services. He/she will be given the WIDA W-APT assessment to determine his/her level of English proficiency. The results of this test will be available to you. Your child's teacher will provide primary instruction in the core academic areas; the tutor will provide support and assistance to your child so that he/she can successfully master the core academic content. The tutor will also help your child acquire a larger English vocabulary and greater English proficiency. The tutor will work with small groups and one-on-one with students. The tutor will also provide services for you by serving as translator at parent-teacher meetings or parent meetings and translating notes/notices sent home.

The WIDA assessment results will be used annually to assess your child's English language proficiency and determine when he/she may be ready to exit the program.

We are seeking your permission to provide tutorial assistance to your child. If you are not satisfied with the program, you may request that your child be removed from the program.

**Request for Services for Tutoring Limited English Proficient (LEP) Students
Pearl Public School District**

Student's Name: _____

Parent/Guardian Signature: _____

Date: _____

_____ Yes, I want my child to receive LEP tutorial services.

_____ No, I do not want my child to receive LEP tutorial services.

_____ Please withdraw my child from LEP tutorial services. I understand by denying these services, my child could suffer educationally.

Permiso para tutoría a estudiantes con conocimiento limitado en el idioma inglés. (LEP)

El distrito de las escuelas públicas de Pearl ofrece ayuda de tutoría a estudiantes limitados en el conocimiento del idioma inglés. Este es un programa federal financiado y designado para ayudar a estudiantes que se puedan definir como sigue:

- O 1) No nacido en los Estados Unidos, o que su lengua nativa sea otra que el inglés, y venga de un ambiente donde el idioma o lengua dominante sea otra que el inglés.
- O 2) Que sea Nativo Americano de Alaska o que resida en áreas remotas y que venga de un ambiente donde su lengua o idioma sea otro que el inglés, y que haya tenido un impacto significativo en el nivel de aprendizaje del idioma inglés.
- O 3) Que sea inmigrante y su lengua o idioma sea otro que el inglés, y venga de un ambiente donde su idioma dominante no sea inglés.

Y "tenga suficiente dificultad hablando, leyendo, escribiendo y entendiendo el idioma inglés, y cuya dificultades le nieguen a este individuo la oportunidad de aprender con buen resultado en el salón de clases donde las instrucciones son en inglés, o a participar completamente en nuestra sociedad."

Basado en la información obtenida de usted (Home Language Survey) su hijo/a es elegible para estos servicios de tutoría. El o ella tomara el examen "WIDA" para determinar el nivel de conocimientos del idioma inglés. Los resultados de este examen se le harán conocer. La maestra de su niño ò niña le proveerá las instrucciones de las materias académicas principales; el tutor/a ayudará a su hijo/a a adquirir un mejor vocabulario y un mejor aprendizaje del idioma inglés. El tutor/a trabajará con grupos pequeños y también individualmente con cada estudiante. El tutor/a también proveerá un servicio de traductor para usted en las reuniones con los profesores, reuniones con los padres de familia y traduciendo notas que la escuela envíe a las casas.

El examen de conocimiento del idioma inglés de WIDA será usado anualmente para determinar cuándo el estudiante esté listo para salir del programa.

Estamos solicitando su permiso para proveer asistencia de tutoría (LEP) a su hijo/a. Si usted no esta satisfecho con el programa, usted puede solicitar que su niño o niña sea removido del programa.

**PERMISO PARA USAR LOS SERVICIOS DE TUTORIA (LEP)
A ESTUDIANTES DE CONOCIMIENTO LIMITADO DEL IDIOMA INGLES**

Nombre del Estudiante _____

Firma del Padre o Guardián

Fecha _____

_____ Sí, quiero que mi hijo/a reciba los servicios (LEP) de tutoría en inglés.

_____ No, no quiero que mi hijo/a reciba ayuda tutoría (LEP) en inglés.

_____ Por favor, retire a mí hijo/a de los servicios (LEP) de tutoría en inglés.

LIMITED ENGLISH PROFICIENT STUDENT TUTORING SCHEDULE					
SCHOOL_____					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Pearl Public School District
Language Service Plan for Student with Limited English Proficiency
 Required under Federal Law (Title III, Sec 3302, No Child Left Behind Act of 2001)

GENERAL DATA

Student Name		Last					First					Middle					
Current Address																	
Gender	M		F		Date of Birth								Country of Birth				
Language first spoken						Language spoken in home								Additional Languages spoken			
Date of entry into U.S.A.								Immigrant Status (less than three years)									
Parent/Guardian name																	
Phone	Home					Work					Cell						
Other Contact Person		Relationship						Phone									
Home/School communication to parent/guardian requested in:				English				Native Language				Oral		Written			

ACADEMIC HISTORY PRIOR TO ENTERING Pearl Public School District

Age Started School				Years in Preschool/K				Years in 1-5				Retained in grades			
Last Grade Completed				Interrupted Education				Limited Schooling				No formal Schooling			
Has the student been referred for Special Education?								Does the child have an IEP?							
School Attended		City/State/Country		School Year		Grade		Age		Language of Instruction					

ACADEMIC ACHIEVEMENT LEVEL HISTORY

Subject	Below level	On or Above level	Method used to determine Level	Information not available
Math				
Reading				
Writing				

DISTRICT/SCHOOL DATA

Enrollment Date				Withdrawal Date				Reentry Date				Grades Retained			
Preschool 1		Kindergarten		Third		Sixth		Ninth		Twelfth					
Preschool 2		First		Fourth		Seventh		Tenth							
Preschool 3		Second		Fifth		Eighth		Eleventh							

LANGUAGE PROFICIENCY TEST INFORMATION

Test	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
ACCESS Speaking ACCESS Listening ACCESS Reading ACCESS Writing Composite SCORE															

ESL SERVICE

Date Identified LEP		Date Entered ESL Program	
Student will receive Direct ESL Pull-out Services for		Minutes	Days a week
Student will be placed in an ESL English Class for on Credit (Grades 6-12 only)		Year	Semester
Student will be placed on monitoring Status	Comments:		
Parents Declined Services	Comments:		
<p>With regular school attendance and parental support it is anticipated that the student will exit from services for Limited English Proficiency to monitoring status in _____ years.</p>			
Comments:			
Date exited from LEP Status			
Expected date of Graduation (Grades 9-12 only)			

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

Date of entry to an English Speaking School			
Student will participate in:			
	W-APT		
X	Annual English Language Proficiency Assessment (WIDA ACCESS)		
X	State-Required Assessment and Accountability Program		
Accommodations will be Provided *			
X	Accommodations will no longer be provided when the student's English Language Proficiency (ELP) levels have reached a composite score of 5.0 or above on the WIDA ACCESS Tier B or Tier C and proficient on the MCT2 Language Arts or passing on the SATP English II multiple choice.		

***These Accommodations/Modifications are appropriate if consistent with the on-going normal delivery of classroom instruction.**

Accommodations:	
Use of memory aids, fact charts, resource sheets, and/or abacus	Administer the test over several sessions
Provide cues (e.g., arrows and stop signs) on answer document in pencil	Administer the test over several days
Highlight key words or phrases in directions (e.g., complete sentences, show your work)	Native language word-to-word dictionaries (no definitions)
Read the test directions (but not the test items) to individual students or the group – repeating and/or paraphrasing the directions, if needed.	Dictation of answers to test administrator/proctor (scribe) in English only)
	OTHER:

- See English Language Learner Testing Accommodations Manual for further guidance.

INSTRUCTIONAL METHODS IN THE REGULAR CLASSROOM

To meet the needs of this child the following are to be used in regular classroom instruction:

*Use of memory aids, fact charts, resource sheets, and/or abacus	Print instead of using cursive; Type all notes, tests, and handouts
Personal cueing	Use high interest/low vocabulary text material
*Read the test directions (but not the test items) to individual students or the group – repeating and/or paraphrasing the directions, if needed.	Use overhead and provide students with copies of teacher transparencies/notes/lectures
*Dictation of answers to test administrator/proctor (scribe) in English only	Make instruction visual – graphic organizers, pictures, maps, graphs... to aid understanding
*Reader (oral administration)	Highlight/color code tasks, directions, letters home
*Native language word-to-word dictionaries /Electronic word-to-word dictionaries (no definitions)	Pair ELs with an English speaking "Study Buddy" for assistance
OTHER*:	Seat student in close proximity to teacher, alongside Study Buddy
Present questions in same phrasing as used in learning/review	Check for comprehension often
Reduced and/or modified class and homework assignments	Ask questions that allow student to answer successfully
Modified assessments (i.e. oral)	Allow student opportunities to read aloud successfully
Break tasks/directions into subtasks	Use manipulatives
Increase wait time	Use books on tape
Additional time to complete assignments and tests	Record material for student listening
ESS (Extended School Services)	Vocabulary matching- fill-in-the-blank exercises with word list
Face student when speaking – speak slowly	Label items in the room
Other programming accommodations to address individual strengths and needs:	

*Strategies that can be used on State Assessments

ENGLISH INSTRUCTIONAL PLAN

Annual objective(s)
<ul style="list-style-type: none"> To communicate in social settings
<ul style="list-style-type: none"> To achieve in content areas
<ul style="list-style-type: none"> In socially and culturally appropriate ways

Persons involved in the development of the Language Service Plan:

	Principal		Parent
	School /District ELL Coordinator		Parent
	ELL Teacher		Student
	Teacher		Interpreter
	Teacher		Date

TESOL STANDARDS

Goal 1: To use English to communicate in social settings.

Standard 1: Students will use English to participate in social interaction.

Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Standard 3: Students will use learning strategies to extend their communicative competence.

Goal 2: To use English to achieve academically in all content areas.

Standard 1: Students will use English to interact in the classroom.

Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Goal 3: To use English in socially and culturally appropriate ways.

Standard 1: Students will choose a language variety, register, and genre according to audience, purpose, and setting.

Standard 2: Students will use non-verbal communication appropriate to audience, purpose, and setting.

Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

Memo

To: Elementary, Junior High, and High School Teachers

From: Janice Dukes

Date: August 2015

Re: Appropriate Accommodations for ELL Students

Please review the attached document which includes tips for modifying instruction for limited-English-proficient students, English Language Learners (ELL). We are distributing this information in an effort to further assist you as you work with our ELL students and parents.

The Mississippi Department of Education provides each school district with guidelines for implementing all federal regulations. At the beginning of the school year, each school was provided a copy of the District ELL Handbook and the MDE Guidelines for English Language Learners – Policies, Procedures, and Assessments. These guidelines state that it is critical that every teacher is aware of the accommodations and services that are available to ELL students. To access a copy of the District ELL Handbook and the MDE Guidelines for English Language Learners, please see our website.

As our school district experiences growth, we are presented with opportunities for professional renewal, change, and continued improvement. The guidelines for supporting ELL students are continually updated and evolving as Mississippi maintains its limited-English-proficient student population. If you have any questions, please do not hesitate to contact me or the LEP Tutor assigned to your school.

V. ACCOMODATIONS CHART

Testing Accommodations Chart (Main)

		GEN	ELL	CPAS	MCT2			SATP2					MWAP	MST		
#	ACCOMMODATION	General (ALL students)	SATP2, CPAS, MCT2, MST, MWAP	ACCESS for ELLs®	Vocational Education	L.A. - Reading	L.A. - Writing	Mathematics	Algebra I	Biology I	Eng. II MC - Read. / Vocab.	Eng. II MC - Writing/Grammar	Eng. II Writing	U.S. History	Writing Assessment Grades 4 & 7	Science 5 & 8
Setting	1 At the front of the room	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	2 Facing test administrator while directions given	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	3 In a small group	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	4 Individually to accommodate specific disability	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	5 In a familiar room	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	6 With a familiar teacher	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	7 At home (only for homebound students)	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	8 In a study carrel	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	9 With special lighting	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	10 Specialized table to fit a student's wheelchair	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	11 Secure paper to work area with magnets/tape	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Timing/Scheduling	21 With scheduled rest breaks	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	22 At time of day to accommodate student's disability	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	23 Until, in test administrator's judgment, the pupil can no longer continue the activity	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	24 Administer the test over several sessions, specifying the duration of each session. (MDE prior approval required) REFER TO NOTE 4	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	25 Administer the test over several days, specifying the duration of each day's session. (MDE prior approval required) REFER TO NOTES 4 & 16	N	Y	Note 16	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	40 Large print	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	41 Braille REFER TO NOTE 5	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	42 Hearing aids	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	43 Auditory trainers	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	44 Transparent color overlays	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Testing Accommodations Chart (Main)

		GEN	ELL		CPAS	MCT2			SATP2					MWAP	MST	
#	ACCOMMODATION	General (ALL students)	SATP2, CPAS, MCT2, MST, MWAP	ACCESS for ELLs®	Vocational Education	L.A. - Reading	L.A. - Writing	Mathematics	Algebra I	Biology I	Eng. II MC - Read. / Vocab.	Eng. II MC - Writing/Grammar	Eng. II Writing	U.S. History	Writing Assessment Grades 4 & 7	Science 5 & 8
Presentation	45 Magnifying glasses/magnifying equipment	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	46 Templates to reduce visible print	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	47 Provide cues (e.g., arrows and stop signs) on answer form in pencil. REFER TO NOTE 6	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	48 Use of memory aids, fact charts, resource sheets, and/or abacus. REFER TO NOTE 7	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	49 Cue student to stay on task	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	50 Highlight key words/phrases in directions (e.g., complete sentences, show your work) by the teacher	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	53 Read test directions (but <u>not</u> test items) to student or group-repeating and/or paraphrasing directions if needed. REFER TO NOTES 8 & 9	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	55 Read test directions & test items to individual students or the group - repeating directions/items, but <u>not</u> paraphrasing. REFER TO NOTES 8 & 9	N	Y	N	Y	N	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
	58 Read test directions and test items to individual students or a group--repeating and/or paraphrasing <u>only</u> the directions if needed. REFER TO NOTES 8 & 9	N	Y	N	Y	N	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
	60 Use of highlighter (yellow only) by student in test booklet	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	61 Calculator (MCT2 Mathematics: Allowable only in grades 7 and 8.) REFER TO NOTE 15	N	Note 15	N	N	N	N	Note 15	Y	N	N	N	N	N	N	N
70 Dictation of answers to test administrator/proctor (scribe). REFER TO NOTE 10	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	

Testing Accommodations Chart (Main)

#	ACCOMMODATION	GEN	ELL	CPAS	MCT2			SATP2					MWAP	MST			
		General (ALL students)	SATP2, CPAS, MCT2, MST, MWAP	ACCESS for ELLs®	Vocational Education	L.A. - Reading	L.A. - Writing	Mathematics	Algebra I	Biology I	Eng. II MC - Read. / Vocab.	Eng. II MC - Writing/Grammar	Eng. II Writing	U.S. History	Writing Assessment Grades 4 & 7	Science 5 & 8	
Response	72	Allow marking of answers in booklet and transferring of answers from test booklet/answer document to answer document by test administrator (i.e., large print) REFER TO NOTE 11	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
	73	Tape record responses for later verbatim translation REFER TO NOTE 12	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
	74	Provide copying assistance between drafts REFER TO NOTES 10 & 11	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
	75	Braille	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
	76	Communication board	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
	77	Augmentative communicative device	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
	78	Computer/word processor (<u>without</u> grammar/syntax checker & <u>without</u> work completion/prediction feature) REFER TO NOTE 13	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
	79	Computer/word processor (<u>without</u> grammar/syntax checker, <u>with</u> completion/prediction activated)	N	N	N	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	
	80	Adapted keyboards	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
	81	Native language dictionaries for ELL students (i.e. dictionaries that translate English words into the native language - no definitions are given in either language. REFER TO NOTE 14	N	Y	N	N	N	N	N	N	N	N	N	N	N	N	
	82	Spelling dictionaries (dictionaries show correct spelling of English words; do not give definitions).	N	N	N	N	N	N	Y	Y	Y	N	N	N	Y	N	Y
	98	Other <u>allowable</u> accommodation	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	99	Other <u>non-allowable</u> accommodation	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N

MONITORING**Additional Modifications**

Specific additional instructional or assessment modifications should be explained in detail.
Attach additional sheets if necessary.

Schedule for Monitoring: _____

Explain: _____

Instructional Plan Signatures:

The school is responsible for providing a copy of the completed Instructional Plan and explaining to the parent the proposed individualized support program.

	Signature	Date
Teacher 1:		
Teacher 2:		
Teacher 3:		
Teacher 4:		
ELL Instructor		
Counselor/Administrator		
Other (if applicable)		

Individual English Language Instructional Plan Completed by:

ELL Tutor

Date

ELL Student Monitoring Form

First Name:		Last Name:	
School:		Grade:	
Home Language:		Phone:	
Recommendation			
<input type="checkbox"/> Student should receive ELL monitoring services.		<input type="checkbox"/> Student should remain in regular ELL program because his/her parent requests that the child remain in the program.	
<input type="checkbox"/> Student should remain in regular ELL program because his/her classroom performance does not demonstrate mastery of the English language.		<input type="checkbox"/> Student should remain in regular ELL program because _____.	
Supporting Data			
English Language Proficiency Assessment Scores	Listening	Score: _____	Proficiency Level: _____
	Speaking	Score: _____	Proficiency Level: _____
	Reading	Score: _____	Proficiency Level: _____
	Writing	Score: _____	Proficiency Level: _____
	Comprehension	Score: _____	Proficiency Level: _____
	Total Composite	Score: _____	Proficiency Level: _____
MCT3 Scores	Write the score in the blank and check if the student was (M) Minimal, (B) Basic, (P) Proficient, or (A) Advanced. Reading: <input type="checkbox"/> (M) _____ <input type="checkbox"/> (B) _____ <input type="checkbox"/> (P) _____ <input type="checkbox"/> (A) _____ Language Arts: <input type="checkbox"/> (M) _____ <input type="checkbox"/> (B) _____ <input type="checkbox"/> (P) _____ <input type="checkbox"/> (A) _____ Mathematics: <input type="checkbox"/> (M) _____ <input type="checkbox"/> (B) _____ <input type="checkbox"/> (P) _____ <input type="checkbox"/> (A) _____		
SATP Scores	Algebra I _____ English II _____ Biology I _____ US History _____		
Request Approvals			
Committee Member's Name/Position		Signature	
Approved by District LEP Coordinator:			Date:

ELL Student Reclassification Form

Student First Name:		Student Last Name:	
School:		Grade:	
Home Language:		Phone:	
Reasons for Recommendation			
<input type="checkbox"/> Misclassified Home Language Survey		<input type="checkbox"/> Met Exit Criteria	
<input type="checkbox"/> Student Re-enrollment based on academic difficulties and/or parent request		<input type="checkbox"/> Parent Refusal of Services	
Supporting Data			
English Language Proficiency Assessment Scores	Listening	Score: _____	Proficiency Level: _____
	Speaking	Score: _____	Proficiency Level: _____
	Reading	Score: _____	Proficiency Level: _____
	Writing	Score: _____	Proficiency Level: _____
	Comprehension	Score: _____	Proficiency Level: _____
	Total Composite	Score: _____	Proficiency Level: _____
MCT3 Scores	<p>Write the score in the blank and check if the student was (M) Minimal, (B) Basic, (P) Proficient, or (A) Advanced.</p> <p>Reading:</p> <p><input type="checkbox"/> (M) _____ <input type="checkbox"/> (B) _____ <input type="checkbox"/> (P) _____ <input type="checkbox"/> (A) _____</p> <p>Language Arts:</p> <p><input type="checkbox"/> (M) _____ <input type="checkbox"/> (B) _____ <input type="checkbox"/> (P) _____ <input type="checkbox"/> (A) _____</p> <p>Mathematics:</p> <p><input type="checkbox"/> (M) _____ <input type="checkbox"/> (B) _____ <input type="checkbox"/> (P) _____ <input type="checkbox"/> (A) _____</p>		
SATP Scores	<p>Algebra I _____ English II _____</p> <p>Biology I _____ US History _____</p>		
Student Reclassification Request Approvals			
Committee Member's Name/Position		Signature	
Approved by District LEP Coordinator:			Date:

Translator Agreement Form

Translator Statement:

I certify that I am a competent and qualified translator of English to _____ and _____ to English and that I have translated this document / verbal conference accurately in its entirety and to the best of my ability. The information related to this aforementioned translation will remain confidential with the parties involved.

Translator's Signature: _____

Date: _____

Parent Statement:

I understand that this translator is a competent and qualified translator and has provided me with the full and complete information to the best of his/her ability. I also understand that this information will remain confidential with the parties involved.

Parent's Signature: _____

Date: _____

Dear Parents:

The purpose of this letter is to explain the assessment process for English Language Learners and the accompanying test results of your child. Throughout the previous month, an English language proficiency test was administered for all newly enrolled English Language Learners in Mississippi public schools. Entitled the W-APT, this test is the required assessment instrument for determining the proficiency levels and placement of ELLs (also referred to as limited English proficiency students) throughout our state.

This assessment is in response to both quality classroom instruction and the federal *No Child Left Behind Act of 2001*. This federal law required schools to annually assess the English language proficiency of their English language learners (ELLs); legally referred to as limited English proficient (LEP) students in kindergarten through grade 12 using a standards-based instrument that is common throughout the state. In response to this mandate, the W-APT assessment met the federal requirements of assessing ELL's proficiency levels in the domains of speaking, listening, reading, and writing. This test should provide reliable, valid, and useful information on ELL placement in acquiring academic English for use by schools, teachers, students, and parents. Your child's ELL instructor and classroom teacher will use this information to prepare lessons for assisting your child in gaining English fluency. This test does not affect your child's report card, but it will be placed in your child's cumulative folder for historical record keeping purposes.

If you have any questions or concerns regarding your child's performance, please contact the school or contact me at 601-933-2461. Thank you for your continued support of your child's education and our schools.

Sincerely,

Janice Dukes,
Federal Programs Director

**Pearl Public School District
English Language Development Program
Exit Letter**

Name of Student: _____ Date: _____

School: _____

Dear Parent,

A recent assessment has shown that your child has made significant improvement in his/her ability to read, write, speak and listen in English. As a result of your child's improved English language skills, he/she no longer qualifies for services provided by the school district's English Language Development Program.

Thank you for your assistance in helping make your child's exit from the English Language Development Program a success. If you have any questions or concerns, please call your child's school or teacher.

Sincerely,

_____ Name	_____ Title
_____ Phone	_____ Email Address

Escuelas del Distrito Escolar de Perla
Carta de salida del programa de desarrollo
Del idioma Ingles

Nombre del estudiante: _____ Fecha: _____

Escuela: _____

Estimado Padre,

Una evaluación reciente ha demostrado que su hijo ha hecho mejorado significativamente en su capacidad para leer, escribir, hablar y escuchar el idioma inglés. Como resultado de conocimientos de esto, su hijo ya no califica para servicios proporcionados por el programa de desarrollo de idioma inglés del distrito escolar.

Gracias por su colaboración y ayudar al hacer que su hijo salga de este programa de desarrollo con éxito. Si tiene alguna pregunta o inquietud, por favor llame a la escuela o maestro de su hijo.

Atentamente,

_____ Nombre	_____ Titulo
_____ Telefono	_____ Direccion de correo electronico

PEARL PUBLIC SCHOOL DISTRICT
LEP/ELL Program Exit Form
2015-2016

Student _____

Building _____ Grade _____

Homeroom Teacher _____ LEP tutor _____

WIDA score _____

Grade Range

WIDA ACCESS TIER

Required Performance On
WIDA ACCESS

Required Performance on
State Language Arts
Proficiency Exam

3-5	B	5.0	Proficient
3-5	C	4.5	Proficient
6-8	B	5.0	Proficient
6-8	C	4.0	Proficient
9-12	B	4.0	Proficient
9-12	C	4.0	Proficient

MCT3 Reading/Language Arts score _____

This score must be Proficient or higher.

SATP English II score _____

This score must be proficient or higher.

Current reading grade _____

Current language grade _____

This student has met the criteria to exit the Pearl Public School District LEP/ELL program. Academic supports will be provided as deemed necessary during the two-year monitoring period.

Teacher signature

Date

LEP/ELL tutor signature

Date

Principal signature

Date

Title III Coordinator signature

Date

This form was completed by _____
Counselor Date

Notification to parents was given in writing. _____
Date

WIDA Growth

Student name:

Sex:

MSIS:

DOB:

Birth Country:

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12
Tier													
DATE													
Proficiency Level													
Scale Score Overall													

W-APT	Date	Grade	Score

Under Revision