



Jackson Public Schools

English Learners
District Plan



2023-2024

Jackson Public Schools

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Vision

At Jackson Public Schools, we prepare scholars to achieve globally, to contribute locally, and to be fulfilled individually.

Mission

At Jackson Public Schools, we develop scholars through world-class learning experiences to attain an exceptional knowledge base, critical and relevant skill sets, and the necessary dispositions for great success.

Core Values

At Jackson Public Schools, we believe in the importance of equity, excellence, growth mindset, relationships, relevance, and positive and respectful cultures.

Introduction

Recognizing the need to make our school system more “educationally responsive” to our English Learners (ELs), the Board of Trustees of Jackson Public School District adopted a responsive reform plan for English Learners in 2006. With changes in federal and state requirements, the plan has been revised. This revised plan adopts the Mississippi Department of Education’s (MDE) newly revised policies, procedures and guidelines to ensure compliance with Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015 which addresses requirements serving students who are English learners and or immigrant children and youth. As required by MDE, the plan will be reviewed for Board approval annually.

The purpose of this document, *English Learners District Plan*, is to support schools with guidelines and procedures in their efforts to serve and promote academic achievement for our English language learner student population.

The culture and linguistic diversity of Mississippi’s student population represent a challenge for all educators. As the number of English Learners (ELs) continues to grow, the student population changes and becomes more diverse. Our fundamental challenge is to anticipate such change and pursue it to our students’ benefit. If the goal is to improve education of all students, then it must include all students regardless of race, class, and/or national origin. Through our schools, students can gain an appreciation of our cultural diversity and acquire the knowledge and language skills to become productive citizens in our society.

Well established federal laws and Mississippi statutory regulations clearly outline the obligation of every school not only to enroll students from diverse language backgrounds but also to provide an equitable, quality education for Mississippi students, including English Learners. Additional guidance may be found in the document, *Guidelines for English Learners: Policies, Procedures, and Assessments*, made available by the Mississippi Department of Education.

Demographics

Jackson Public Schools is the second largest school district in Mississippi, serving more than 23,000 students, representing more than 80 percent of school-aged children in the state's capital and the only urban municipality. Jackson, Mississippi is comprised of an estimated 166,965 residents in an area of 104 square miles. There are 7 high schools, 12 middle schools, 33 elementary schools and 2 special schools comprising the district's 54 school sites. Moreover, the District also serves 10 Private Schools and 2 Neglected and Delinquent sites. Jackson Public Schools is a Title I District therefore; all students are served by all programs, if applicable. The District has an ethnic diversity of 97% black and 3% other. Additionally, the District employs nearly 5,000 people including 2,208 fulltime teachers and is the fourth largest employer in the Greater Jackson area.

English Learners Defined

The U.S. Department of Education (ED) defines an English Learner as an individual, “who comes from an environment where a language other than English that has had a significant impact on the individual’s level of English language proficiency,” thereby impacting the student’s English language proficiency where difficulties in speaking, reading, writing, and comprehension the English language may be sufficient to deny the individual;

- the ability to meet the State’s proficient level of achievement on State assessment;
- the ability to successfully achieve in classrooms where the language of instruction is English;
- or the opportunity to participate fully in society.

Rights of English Learners and Their Families

Students identified as ELs are entitled to services specifically designed to improve their English proficiency. Federal and state governments have enacted laws and regulations, including Title VI of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974, to protect the rights of English language learner and their families. Some federal laws are supported by funding to which all eligible school districts are entitled (e.g., Title I and Title III, Every Student Succeeds Act of 2015). Regardless of funding, public school districts must comply with the laws and regulations to the best of their abilities.

The following federal laws and Mississippi statutory regulations clarify the obligation of every school not only to enroll students from diverse language backgrounds, but also to provide the foundation for guidance in establishing an equitable, quality education for Mississippi students, including English Learners:

The federal requirement under *Title VI of the Civil Rights Act of 1964*, states that “No person in the United States shall, on the ground of race, color, or national origin...be denied the benefits of, or be subjected to any discrimination under any program or activity receiving federal financial assistance.

Lau v. Nichols, 414 U.S. 563 (1974), was a civil rights case that was brought by Chinese American students living in San Francisco, California who had limited English proficiency. The students claimed that they were not receiving special help in school due to their inability to speak English, help which they argued they were entitled to under *Title VI* of the *Civil Rights Act of 1964* because of its ban on educational discrimination on the basis of national origin. Finding that the lack of linguistically-appropriate accommodations (e.g. educational services in Chinese effectively denied the Chinese students' equal educational opportunities on the basis of their ethnicity, the U.S. Supreme Court in 1974 ruled in favor of the students, thus expanding the rights of limited English proficient students around the nation. Among other things, *Lau* reflects the now-widely accepted view that one's language is so closely intertwined with one's national origin (the country someone or her ancestors came from) that language-based discrimination is effectively a proxy for national origin discrimination. *Lau* remains an important decision on the fourteenth amendment and is frequently relied upon as authority in many cases.

The Supreme Court ruled in *Plyler v. Doe*, 457 U.S. 202 (1982), that public schools were prohibited from denying immigrant students access to a public education. The Court stated that undocumented children have the same right to a free public education as U.S. citizens and permanent residents. Undocumented immigrant students are obligated, as are all other students, to attend school until they reach the age mandated by state law.

Public schools and school personnel are prohibited under *Plyler* from adopting policies or taking actions that would deny students access to education based on their immigration status.

- The district does not require students to prove they are in this country legally by asking for documents such as green cards, citizenship papers, etc. Schools may only require proof that the student lives within the district's attendance zone.
- The district does not require students to have or apply for social security numbers. Students without social security numbers are assigned a number generated by the district. Adults without social security numbers who are applying for free or reduced lunch and/or a breakfast program on behalf of a student need only indicate on the application that they do not have a social security number. The word "none" should be written in the applicable space or another identifying number should be assigned by the school.
- The district does not require students to provide documentation of completed immunization records upon enrollment. According to the Office of the Attorney General for the State of Mississippi, Opinion No. 2000-0542 (September 29, 2000), "[if] a child shall offer to enroll at a school without having completed the required vaccinations, the local health officer may grant a period of time up to ninety (90) days for such completion when, in the opinion of the health officer, such delay will not cause undue risk to the child, the school or the community. No child shall be enrolled without having had at least one (1) dose of each specified vaccine. . . ."

The school principal will ensure enforcement of the immunization requirements and adhere to Public Health Code 41-23-37 which states: "Any child not in compliance at the end of ninety (90) days from the opening of the fall term must be suspended until in compliance, unless the health officer shall attribute the delay to lack of supply of vaccine or some other such factor clearly making compliance impossible."

Further, *Castañeda v. Pickard of 1981*, a case that originated in Texas alleged various complaints to include that the school district did not help students with language barriers because they failed to develop bilingual programs. The U.S. Court of Appeals, Fifth Circuit, found the school district failed to meet the requirements mandated by the Equal Educational Opportunities Act of 1974, specifically, failing to take appropriate action to address the needs of ELs. The outcome resulted in the Castañeda Standard which mandates the programs for language minority students must be (1) based on a sound educational theory, (2) implemented effectively with sufficient resources and personnel, and (3) evaluated to determine whether they are effective in helping students overcome language barriers.

The Office for Civil Rights (OCR) is responsible for enforcing *Title VI* of the *Civil Rights Act of 1964*, which prohibits discrimination based on race, color, or national origin. In *Lau v. Nichols*, the U.S. Supreme Court affirmed the Department of Education's *May 25, 1970, Memorandum* that directed school districts to take steps to help English Learners overcome language barriers and to ensure that they can participate meaningfully in the districts' educational programs.
<https://www2.ed.gov/about/offices/list/ocr/docs/lau1970.html>

Annual Measurable Achievement Outcomes

Adequate Yearly Progress for subgroups/ELs are required to meet State academic standards on MAP. In order to ensure measurable progress of ELs, our Annual Measurable Achievement Outcomes are to:

1. decrease the percent of students not exiting ESL services within five years,
2. increase the percent of ELs with initially strong oral language production skills who exit within three years,
3. increase the percent of ELs making sufficient growth toward English proficiency, as measured by the LAS Links
4. making adequate yearly progress for the district's English learner and immigrant student populations (as measured by academic assessments included in the state's accountability and assessment system in the areas of mathematics, reading/language arts, and science).

LAS Links is administered, annually, to all English learners in Mississippi to include students whose parents have waived language services. It is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency and progress in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains of speaking, listening, reading, and writing. Proficiency performance levels are: Beginning, Early Intermediate, Intermediate, Proficient, and Above Proficient.

Educational Theory and Approach

English learners are a diverse group of students with varying language backgrounds, experiences, cultural contexts, academic proficiencies, and levels of English proficiency all of which impact the English learning process. Jim Cummins, a leading authority on bilingual education and

language acquisition, distinguishes between two differing kinds of language proficiency, Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

BICS – are the social language skills of listening and speaking which are typically acquired through playground or informal interactions. Students usually develop native speaker fluency within two years.

CALP - is the academic language or taught subject matter. It may take students five to seven years to develop academic language skills at the level of a native speaker. This is specific to individuals who have strong first language and literacy skills. If an individual has not fully developed first language and literacy skills, it may take between seven to ten years to reach advanced fluency.

The manner and setting in which a student acquires a second language is critical to the progress students make. Stephen Krashen, a leader in research on language acquisition states,

"The best methods are those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production."

Meaning, students need to be challenged, instruction needs to be meaningful, and the environment needs to be understanding of the needs of the student.

Understanding the language acquisition process and the importance of ensuring ELs are afforded a quality education, Jackson Public Schools, follows a theory of action that affirms that ELs are capable of engaging in complex thinking, reading and comprehension of complex texts, and writing about complex material. When teachers analyze the instructional standards and plan effective lessons based on the standards and use grade-level appropriate, complex texts, ELs will acquire the reasoning, language skills and academic registers they need to be successful across the curriculum.

Educational Program Goals

The goal of the Jackson Public Schools ESL program is to enable English language learners to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language methods that are anchored in the language demands of the new standards following the theory of action. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable English language learners to participate equitably in school.

Program Model

Jackson Public Schools has adopted the English Language Development 2.0 Framework which clearly articulates and attends to the development of English proficiency across all language domains and all subject areas. This approach to language acquisition raises the rigor of language and content instruction, ensuring that all students achieve the curriculum expectations per state standards.

The individuals leading the programs at the schools are the Teacher Support Teams (TST) or Student Evaluation Teams (SET) consisting of an or the ESL teacher(s), an administrator, counselor, and a parent representative. At non-EL sites the instructional interventionist, instructional coach, English Language Arts teacher and administrator will lead the work.

Students identified as ELs are served in nine campuses in the district, they are:

Boyd Elementary
Pecan Park Elementary
Spann Elementary,
Sykes Elementary
Wingfield High School

Bates Elementary
Chastain Middle School
Whitten Preparatory
Callaway High School

The approach to language acquisition as theory in action are Focused Language Study (FLS) and Discipline-specific Academic Language Expansion (DALE).

Focused Language Study: FLS calls for dedicated time for focused instruction on how English works, providing ELs with an understanding of the basic structures of language to engage in academic discourse across all content areas. FLS will be a component of English as a Second Language (ESL) Pull-Out and Push-In models at the elementary grades K-5 and Sheltered English Instruction (SEI) for grades 6-12.

Discipline-specific and Academic Language Expansion (DALE): This element calls for the development and expansion of discipline-specific academic English across the day by the teachers and integrated into all subjects. The language learning that occurs during a student's experience with the different content areas (i.e., social studies/history, science, math, English language arts) is especially valuable for ELs because it extends and stretches their language development in new and various directions. The subject area content is embedded in distinct uses of language that convey certain ways of thinking about the important concepts and ideas in that particular field (Shanahan & Shanahan, 2008; Fang & Schleppegrell, 2010).

Key Elements of ELD 2.0 Framework

	WHAT	HOW
Focused Language Study (FLS)	<ul style="list-style-type: none"> a. Focused English Language Development: A dedicated time for very targeted ELD. Instruction focuses on HOW English works — those elements that are already typically known to native English speakers but must be systematically developed by ELLs. (Fillmore & Fillmore, 2012.) b. Focus on functional/purposeful use of language — appropriate to varying language proficiency levels c. In some districts, ESL/ELD serves as the English Language Arts (ELA) course for ELLs. These ESL/ELD courses are aligned to both the Common Core or general ELA curriculum and the ESL standards. d. Instruction is directly linked and applicable to functional aspects of schooling, as well as language needs across the content areas 	<ul style="list-style-type: none"> a. Students may be grouped by English proficiency levels (important for students at beginning levels and best when students are mixed within a limited range of levels, not isolated in a single-level group). b. A specified number of minutes (e.g., 30-60) is allotted in elementary grades, or a class period(s) is allotted at the secondary level, either as a stand-alone class or in combination with ELA, depending upon students' English proficiency levels and other instructional needs. c. Instruction may be provided by: <ul style="list-style-type: none"> - ESL teacher (push-in, pull-out) - Classroom teacher (as a small group) - Co-teachers (each with a small group at similar language levels)
Discipline-specific and Academic Language Expansion (DALE)	<ul style="list-style-type: none"> a. Language development takes place in an integrated manner within the appropriate grade level b. Instruction for language expansion is embedded in and informed by content across the subject areas c. Content area instruction includes attention to the lesson's language demands, challenges, and opportunities High-utility, cross-discipline academic language development is an instructional focus d. Discipline-specific language development supports and benefits all students, beyond ELLs 	<ul style="list-style-type: none"> a. Instruction is in the context of grade-level content and focuses on deliberate language development through Complex Thought, Texts, Talk, and Tasks (Cucchiara, Fillmore & Fillmore, 2012) b. DALE is never decontextualized; rather, it is integrated to facilitate development of discipline-specific language and concepts within grade-level content-area classes c. Instruction may be provided by <ul style="list-style-type: none"> - Content-area teacher - Co-teachers: Content-area teacher and ESL teacher planning and teaching together

Welcoming New Students

First impressions are lasting impressions. While language barriers can be difficult situations to maneuver, body language, facial expressions and a welcoming school environment can ease the concerns of both the students and the parents. When ELs 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. In addition 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.

Identification of Potential ELs

A consistent registration process for ELs facilitates their entry and orientation into the new school environment. It is vital to this orientation process to have school personnel who are trained and dedicated to meeting the needs of students from different cultures with different levels of English proficiency.

Educational decision making for ELs requires a consistent district-wide registration process that includes procedures for identification, assessment, and proper program placement. While the State of Mississippi does not have statutes in place regulating specific language instruction educational programs and services for ELs, the MDE, in conjunction with federal guidelines regarding ELs, provides the guidance school districts need to identify, assess, and place students into an appropriate language instruction educational program.

The identification and placement of ELs in an appropriate language program that assures them of an equitable, quality education is a four-step process.

Step 1 – Home Language Survey

Step 2 – Initial Assessment of Language Proficiency

Step 3 – Parental Notification

Step 4 – Program Placement

Step 1 – Home Language Survey (HLS)

As part of the enrollment process with Jackson Public Schools, the parent or guardian of students (all students) enrolling are required to complete a Home Language Survey (HLS). This document becomes part of the student's permanent record through graduation. The purpose of this survey is to determine if there is a primary language other than English spoken in the home

and if the student requires specialized English language development instruction in order to be successful in core academic subjects.

This survey will be available in the student's native language (www.transact.com) or an interpreter will be secured

1. The HLS will be reviewed by the Records Clerk and Interventionist within ten days from the beginning of the school year. If students enter after the beginning of the school year, counselors will evaluate the HLS within five days to accommodate language testing in a timely manner.
2. If the answers to all the questions on the Home Language Survey are "English" the student will be considered English Language Proficient and no further action is needed.

If a non-English speaker misinterprets the HLS, schools will take into consideration other documentation or observation from a teacher/other school personnel that indicates a student speaks, understands, and/or has a language other than English spoken at home (per MDE recommendations). If it was indeed an error, the student will be resurveyed, and a new HLS will be required and the student will be assessed.

3. If any response on the HLS indicates the use of a language other than English, by the student or an individual in the home, further assessment will be conducted to determine the student's English language proficiency level.
4. The Records Clerk and or Interventionist will request records for new students and notify the program's district office. New potential ELs will be administered the State identified Screener by the ESL teacher or ESL Instructional Aide if the student comes from a state with a different screener than MS or another country. The Screener is used to:
 - identify students who may be candidates for English as a Second Language (ESL)
 - determine the academic English language proficiency level of students new to a school or to the U.S. school system in order to determine appropriate levels and amounts of instructional services
 - accurately identify the proficiency level of students identified as ELs to assess listening, speaking, reading, writing, and comprehension skills in English.
5. The ESL teacher is responsible for ensuring the cumulative folder contains a HLS/enrollment form and the current state Screener results.

The Civil Rights Act of 1964, Title VI, Language Minority Compliance Procedure which requires school districts to identify ELs. The Mississippi Department of Education selected the HLS as the tool to identify ELs.

Transfer Students from other Districts or other States

When reviewing school records of transferring students who were previously enrolled in another MS school or a different U.S. State, it is important to locate the *original* HLS of when the student first enrolled in a U. S. school. If records from other districts or states indicate the student was identified as an EL and receiving ESL services, provide services accordingly. Develop a Language Service Plan (LSP) and provide the student's teacher a copy of LSP within

10 days of student enrollment. If English Language Proficiency scores are not readily available, request the records.

If there is no record available, or records cannot be obtained in a timely manner, it will be necessary for the school to ensure that it meets the appropriate deadlines for identification and screening of transfer students.

***Every attempt should be made to obtain the original HLS, or a copy, from the student's previous school. A student should only be re-surveyed if the original HLS cannot be obtained.

REMINDER: Schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English (Department of Education and Department of Justice).

Step 2 – Initial Assessment of Language Proficiency

A student whose HLS indicates the presence of a language other than English must be assessed for English-language proficiency within **thirty (30) days of enrollment** at the beginning of the school year. Students who register after the start of the school year shall be assessed within **two (2) weeks of enrollment**. If determined that the student needs services, the student is classified as EL in the district's student identification system, *SAM6i*. All assessments, are performed by a trained certified teacher.

Potential ELs coming from a non-LAS Links state or another country will be given the LAS Links Screener (LAS Links has been adopted by the MDE State Board of Education).

To ensure tests are administered appropriately and student scores are interpreted correctly, every Test Administrator will be trained in administering the screener, the ELPT annual assessment, and, if necessary, the alternate assessment for ELs. Training sessions will include Test Administration and on-line training and onsite professional development training on Interpreting State Assessment Score Reports and Implementing state selected EL Standards.

State-adopted English Language Proficiency Assessment

Grades	Test	Used to determine levels of student's	When
K-12	LAS Links Screener	English development in the language domains for screening and placement	Within 30 days of enrolling* or within 10 of enrollment
K-12	LAS Links Assessment	English development in the language domains for progress monitoring	Annually in March

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The LAS Links yields an overall composite score based on the language domains tested. Adhere to the following guidelines when determining eligibility for placement in the English language instruction educational program:

LAS Links Proficiency Ranges for K – 12:

• Overall Proficiency Ranges	Placement Test Overall Proficiency Level															
<u>Grades K-1</u> RANGE 1-21 - Not Proficient RANGE 22-30 – Approaching Proficient RANGE 31- 36 - Proficient	<table><tr><th>NP</th><th>AP</th><th>P</th></tr><tr><td colspan="3">Interpretation of Overall Proficiency Level</td></tr><tr><td colspan="3">Not Proficient (NP) Not Proficient Students exhibit limited productive and receptive control of lexical, syntactic, and phonological skills.</td></tr><tr><td colspan="3">Approaching Proficient (AP) Approaching Proficient students communicate somewhat adequately across grade-level language demands in social, school, and academic contexts. However, errors may interfere with their communication and comprehension. The students exhibit a limited range of productive and receptive control of lexical, syntactic, phonological, and discourse features.</td></tr><tr><td colspan="3">Proficient (P) Proficient students communicate effectively across grade-level appropriate language demands in social, school, and academic contexts. The students exhibit productive and receptive control of lexical, syntactic, phonological, and discourse features.</td></tr></table>	NP	AP	P	Interpretation of Overall Proficiency Level			Not Proficient (NP) Not Proficient Students exhibit limited productive and receptive control of lexical, syntactic, and phonological skills.			Approaching Proficient (AP) Approaching Proficient students communicate somewhat adequately across grade-level language demands in social, school, and academic contexts. However, errors may interfere with their communication and comprehension. The students exhibit a limited range of productive and receptive control of lexical, syntactic, phonological, and discourse features.			Proficient (P) Proficient students communicate effectively across grade-level appropriate language demands in social, school, and academic contexts. The students exhibit productive and receptive control of lexical, syntactic, phonological, and discourse features.		
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<u>Grades 2 -3</u> RANGE 1-21 - Not Proficient RANGE 22-32 – Approaching Proficient RANGE 33- 41 - Proficient																
<u>Grades 4 -5</u> RANGE 1-17 - Not Proficient RANGE 18-27 – Approaching Proficient RANGE 28- 41 - Proficient																
<u>Grades 6 -8</u> RANGE 1-17 - Not Proficient RANGE 18-27 – Approaching Proficient RANGE 28- 41 - Proficient																
<u>Grades 9 -12</u> RANGE 1-18 - Not Proficient RANGE 19-29 – Approaching Proficient RANGE 30- 41 - Proficient																

LAS Links for grades 1-12

When the LAS Links is administered to students from second semester of grade 1 through grade 12, the criteria for eligibility will follow these guidelines:

- A student who scores at **31 or higher** on the LAS Links is deemed **ineligible** for language assistance services.
- If the student scores **less than 30** on the LAS Links, the student is deemed **eligible** for language assistance services.

- If the student's score is a borderline score approaching a **28**, then this score in conjunction with the professional judgment of the school's Student Evaluation Team (TST/SET) should inform the final decision for services and placement.
- The TST/SET may wish to consider a child's grade level as part of this decision. In the primary grades or the transitional grades from one level to another, there may be valid concerns regarding the limited degree of proficiency attainable in the primary grades or the increased difficulty of academic content requirements at higher-grade levels.

Students who were previously enrolled in another Mississippi school district or another LAS Links state may not need to be assessed with the LAS Links, providing they have test results available for review.

LAS Links data should be considered **as only one piece of evidence in the decision-making process regarding placement of students in grades K-12**. A teacher's best professional judgment, other assessments, and extenuating circumstances, such as the student's age and amount and quality of previous schooling, should be considered when making decisions for educational instructional services.

Step 3 – Parental Notification

Prior to the initial placement of a student in a language instruction educational program, the ESL teacher or school principal will notify the student's parents or guardians and provided a description of services to be provided (*EL – Notification of English Language Development Program Placement and EL Description of English Language Development Program*). Parents are not required to respond to the notification in order for the student to participate in the language instructional program, however; parent/guardian signature indicates approval for ESL services to the child. Entrance Notification Letter must be returned within 5 working days. This form will be kept in the student's EL folder and a copy sent to the district program office.

Parents have the right to waive or decline ESL services and remove their child from the district's ESL program. However, if a student has been classified as an EL, based on the HLS and the LAS Links Screening Assessment, the student is still required, by federal law (Section 3122 and Section 1116 of NCLB and ESSA) to take the English Language Proficiency assessment (LAS Links for MS) until the student has tested proficient in English.

Parent Denial

The district encourages parents to allow their children to participate in the ESL program for at least nine weeks before they make the decision to "opt-out" of the program.

The counselor or principal will follow up and schedule a conference to discuss services JPS provides. The conference will include the student's parent/guardian and building site TST/SET member. After the conference if parent/guardian desires to waive or decline ESL program placement, form *EL Request for English Language Development Program Withdrawal/Denial of Enrollment* is completed and placed in the student's cumulative folder and copy sent to the

district's program office, allowing the student to remain at the designated home school and be placed in a general education program not tailored for English learners. The student must be assessed annually with the LAS Links test per MDE until the student is deemed proficient in the English language.

When a parent declines placement in the ESL program, the district continues to monitor the academic progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs addressed. The parents may refuse to enroll their child in a particular program or may choose another program or method of instruction, if available (for instance, Title I interventions). Nevertheless, according to OCR policy, the district is still obligated to provide appropriate means to ensure that the student's English language and academic needs are met outside of a structured ESL class. These students continue to be reported in *SAM6i* and assessed annually using the state-mandated English language proficiency assessment LAS Links for ELs.

Within one week of receipt of the decline of services, the lead ESL teacher and the school-level Teacher Support Team (TST), TST/SET as identified by MDE, will hold a meeting. They will identify specific services that will be implemented. Services may include, but are not limited to, the following: support in the classroom, accommodations and modifications to instruction and class work, allotted time for student to attend instructional intervention or remedial support sessions, and regular progress reports provided by the school to the district's program administrator. Parents will receive notification letters annually as long as English language proficiency assessments indicate that the student is not yet proficient.

To assist the district and its schools comply with the parent notification requirements of *ESSA* the district utilizes the TransACT system and Ellevation, district translator, CAL Interpretation and Translation. TransACT is a web-based system that offers a robust collection of more than 60 proprietary legal and policy documents fully supporting the parent communication mandates (Title I, III, IX, X, FERPA, PPRA) of *ESSA*. This collection is available in English, Spanish, Arabic, Hmong, Russian, Vietnamese, and several other languages. The district's fluent, Spanish-speaking translator and C.I.T. are available to schools and parents daily to assist with parent communication, meetings, conferences, phone calls, etc.

Step 4 – English as a Second Language Program Placement

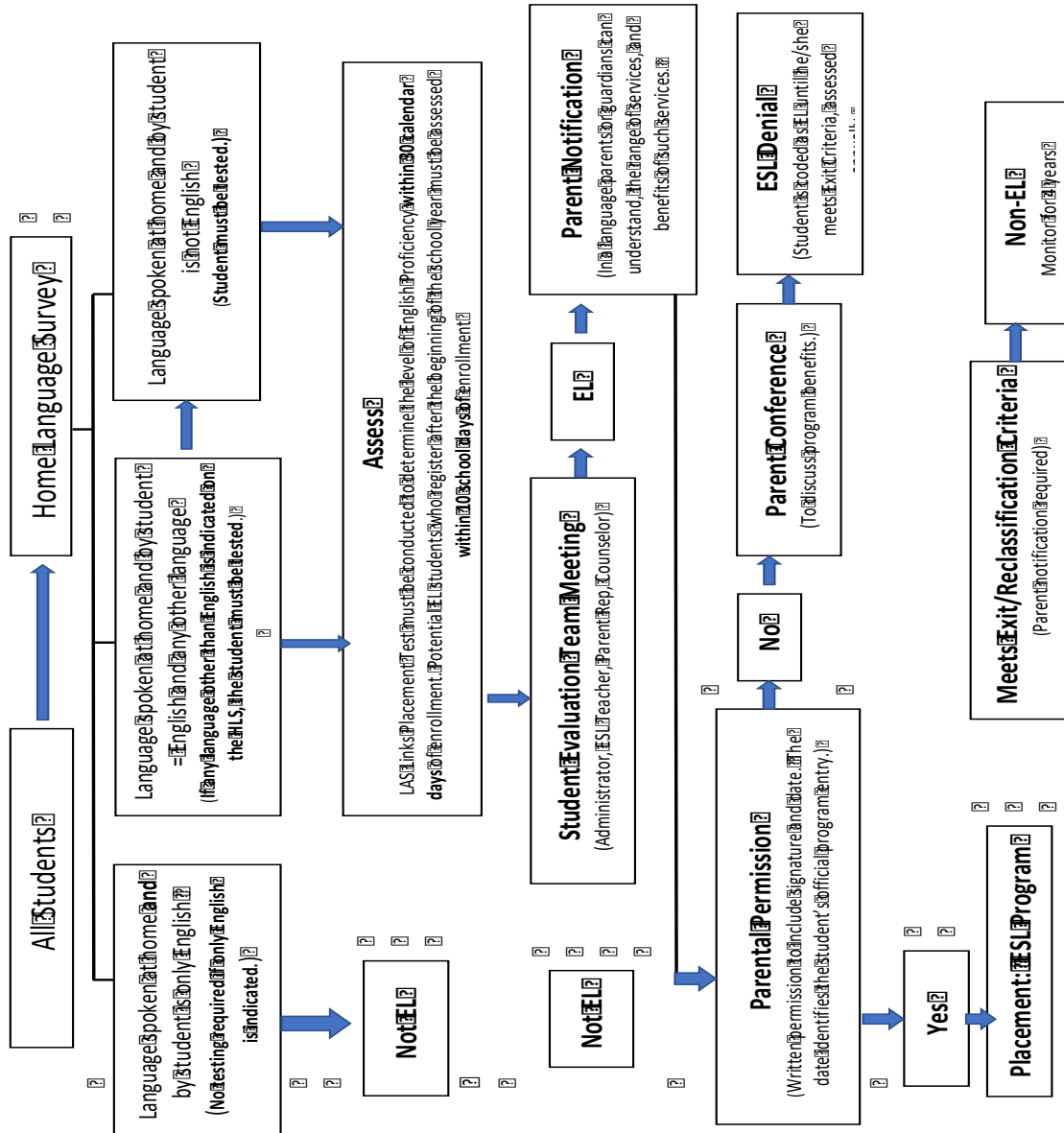
Students identified as ELs from the language proficiency assessment must be placed in a sound language instruction educational program in addition to mainstream classes.

ELs in middle and high school shall be enrolled in English as a Second Language (ESL) class. ESL is an approved subject for Mississippi secondary schools. The assigned code number for the ESL course is 160121, *Approved Courses for the Secondary Schools of Mississippi*. ELs enrolled in this course can earn one elective credit in grades 9, 10, 11, or 12. The class must be delivered during the regular school day, although supplemental support may include tutorials or summer enrichment programs, and must meet daily, five days per week, for a minimum of fifty (50)

minutes per class. Teachers who hold an ESL endorsement (Code 177) must teach these ESL classes.

The primary aim of the ESL course is to enable ELs to develop communicative control of spoken and written English so that they may successfully meet high school grade-promotion and graduation requirements. Instruction covers the areas of reading, writing, listening, speaking, comprehension, grammar, and vocabulary. Address these skill areas using materials designed for the ESL class or from other subject area classes, thereby providing English language instruction and tutorial support for other subjects simultaneously. In addition to language instruction, the ESL course may also include instruction on the social norms and customs of the new culture, school expectations, and study skills.

English Learner Identification Flowchart



Grade Level Placement

English Learners face a unique challenge in that they must learn the same academic content that their peers in mainstream classrooms are learning, except that ELs must do so at the same time that they are acquiring a new language. Helping ELs succeed in school is the responsibility of both the mainstream classroom teachers and the ESL teachers. Both groups of teachers should address cognitive and academic development of students, as well as English acquisition.

Educators must remember that the first rule for placing ELs in an educational program is that they should be placed at the age-appropriate grade level. One important reason for age-appropriate placement is socio-cultural. Students' progress faster and work harder when they are with their peers. In addition, classroom teachers are organized to teach students of a certain age and will have educational expectations appropriate for students of that age group.

ELs should not be placed in special education classes on the assumption that the materials and teaching methods in those classes would be better for them than sitting in classes where they could not understand the instruction. This placement violates the students' rights to educational opportunities that take advantage of their true capabilities.

Placement in Grades 4-8

Consideration of educational background becomes more important at this level. Assessment of the student's knowledge of course material must be designed so that the student can demonstrate mastery of the material, regardless of English skills.

Placement in Grades 9-12

At the high school level, differences in background knowledge may be as much of a hurdle for ELs as lack of English language skills. Keep in mind that content that is familiar to students in the U.S. through school, home, and television exposure (e.g., Columbus, the Civil War, the presidents) may be completely new to students from other countries and cultures. In addition, the linguistic demands of courses at this level are very difficult, requiring advanced skills in thinking, reading, and writing.

Academic classes that may be extremely difficult for ELs include the following:

- American, European, or Mississippi history classes – limited cultural knowledge and high-level reading skills and reading requirements;
- Civics – same reasons as history; and
- Literature-based English classes – if literature choices are predominantly American and British, these courses are cultural-specific and require a high-level of familiarity with the culture and language as well as reading and writing skills.

Advisable courses include the following:

- English—with modifications or sheltered instructions

- Math – although students may need help with math terminology in English, if their educational backgrounds include prerequisite courses in math, they can usually make the transition in math readily;
- Music
- Art
- Other academic content areas through sheltered instruction

Students who are allowed to complete graduation requirements in these advisable courses during their first year of adjustment to the new school system. Academic classes serve as the context to learn the English language in conjunction with the cognitive and academic concepts required at each grade level. Sheltered instruction and English reading instruction would support the learning of content and cognitive development.

Monitoring the Progress of English Learners

The school level EL Teacher Support Team (TST)/Student Evaluation Team (SET) regularly monitors and reassesses English Learners throughout the school year. The TST/SET includes, at minimum, the principal (or designee), guidance counselor, ESL teacher, grade-level classroom teachers and parent. The TST/SET considers the following data in determining student progress:

- standardized test scores;
- academic achievement as measured by classroom assignments and tests
- observation of classroom behavior
- interviews with the student and parent(s)
- length of time in school
- student's educational background

Guidelines for progress monitoring –

1. Each student will be evaluated annually for English language proficiency and content knowledge. Each student in grades K-12 will be assessed annually in the language domains using the state-adopted language proficiency assessment, LAS Links. Students in grades 3-12 will participate in the state's assessments: Mississippi Assessment Program (MAP), and the Subject Area Testing Program (SATP). All testing results will be documented in each student's classroom folder and cumulative record folder. Copies of the language proficiency assessment and state assessment results will be provided to parents.
2. ESL teachers will review mid-term progress reports to monitor students' English language development and academic performance in their general education classrooms.
3. Each building TST/SET will meet to review the progress of all English Learners in the first 30 days of the new school year or within the first two weeks of enrollment later in the year. At the beginning of year meeting, the TST/SET will make written recommendations for the current year's placement. Verification of these meetings and the resulting recommendation will be documented with a copy retained by the ESL teacher as well as a copy sent to the district's program administrator. Parents

will be notified in writing of their individual child's placement as continuing, exiting, or reclassification.

English Learners are entitled to language support services until they are proficient enough to participate meaningfully in the district's general education programs; therefore, the district does not limit the time necessary for language services for those students who are not yet able to meaningfully participate in the general education programs. However, the expectation of the district is for students to meet the language acquisition growth projections as measured by MDE while performing successfully in the state-administered testing program.

Grading English Learners

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. Jackson Public Schools will 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 and documented with the families of EL students to ensure that they have an understanding of the student's true academic performance and English language proficiency.

Retention of English Learners

Federal requirements mandate that districts take affirmative steps to open their educational programs to national origin-minority group students. This means that while ELs must meet the same educational requirements as other students, these requirements must be presented in a manner appropriate to ELs' cultural and linguistic needs and in a period, that facilitates their learning.

Legally, the District is required to accommodate the EL in a way that allows the student to benefit from the educational experience. The student cannot be penalized for his/her lack of the English language. A valid interpretation would mean that **a student should never be given the grade of "F" when the student's lack of success can be attributed to limited English proficiency.** Experts in the field say that the average **amount of** time for attaining oral fluency is 1 to 2 years. However, English skills in reading and writing take an average of 5 to 7 years; during this time, the student may still be an EL.

The experts in the field of ESL suggest that classroom teachers hold students accountable for material that is appropriate for their English language levels and educational background. Modifications of instructional methods and assessments are recommended for grade-level content material. (Possibilities include shorter tests, read aloud, oral responses, and pictorial responses, etc.) However, for statewide assessments to be in compliance with ESSA, ELs must be assessed at their current grade level.

Retention is generally not recommended for ELs and the rate of retention of ELs should not exceed the rate of retention on non-ELs. Though the decision to promote or retain must be made on a case-by-case basis, any decision to retain an EL must be accompanied by documentation demonstrating that appropriate accommodations and modifications were employed throughout the year to assure compliance with Federal requirements (May 25, 1970 Memorandum).

When considering retention due to excessive absences and the student's failure to meet the state mandated "seat time," please take into consideration why the student did not meet that state requirement and refer to Jackson Public Schools policies *JBK - Promotion and Retention of Students* and *JBL-Minimum School Day, School Attendance, Tardiness and Excuses*.

ELs should be carefully evaluated before retention is recommended to ensure that lack of English skills is not being mistaken for poor achievement. Considerations that reduce the need to retain EL students include

- remedial programs,
- tutoring,
- summer enrichment programs,
- instructional aides,
- peer tutoring, and
- use of LAS Links Proficient Descriptors,

Exiting and Reclassification of Students

English Language Proficiency Test (ELPT) Exit Score Criteria

The MDE recommend the following proficiency levels to be met on the LAS Links assessment prior to exiting students from EL status:

Overall	4-5
Reading	4-5
Writing	4-5

The reasoning in outlining a specific exit score for both reading and writing is that language development in reading and writing often lags development in the areas of listening and speaking and research consistently shows that reading and writing proficiency correlate with higher levels of academic success. The goal is to ensure that EL students who still need support receive those services and that others exited appropriately.

Effective the 2018-2019 school year, students must be monitored for four (4) years after exiting EL status. If the student begins to demonstrate difficulty in their English only classes, then the TST/SET will consider if that student should be offered EL services again or begin an intensive Response to Intervention process. Documentation to support reentry to the ESL program shall be used to make that determination.

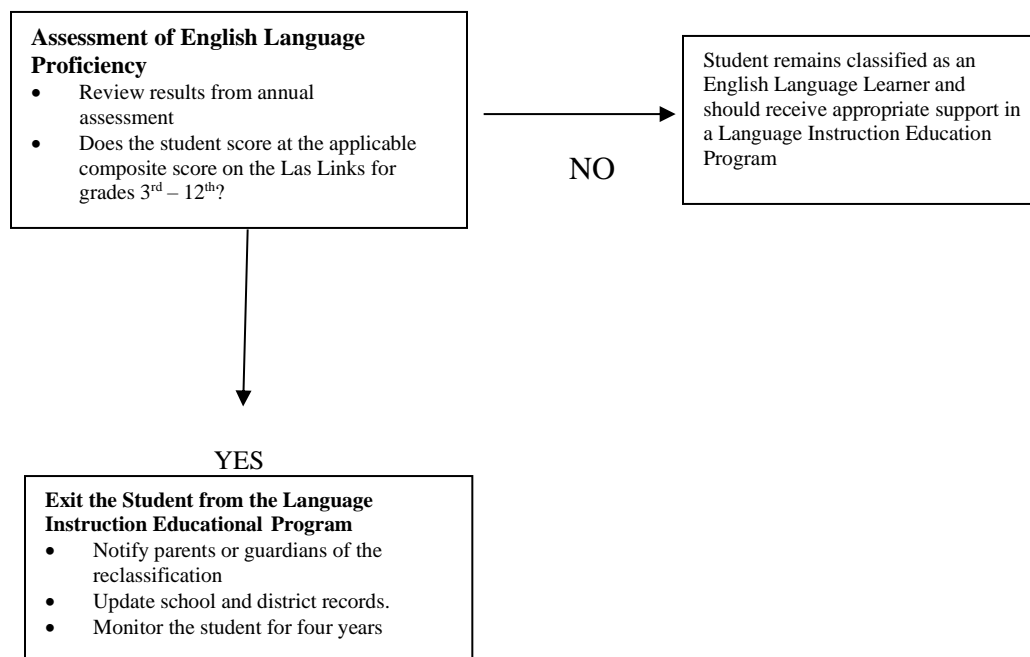
During the required four-year monitoring period, the student is no longer considered LEP or an EL. He/she will no longer need accommodations or modifications and will not take the English language proficiency test. When a student is reclassified, he/she will no longer be counted in the EL subgroup.

If during the four-year monitoring period, indicators arise that the student is not being successful, then support services may again be offered based on student needs. Services could be limited to a specific domain area of listening, speaking, reading, or writing; or, if necessary, the student could return to ESL language program services.

The TST/SET is a school team responsible for guiding and monitoring the placement, services, and assessment of students who are ELs. The EL Committee must be comprised of, at the minimum, an ESL teacher, a school administrator, and parent. It is strongly advised, to include a content-area or general classroom teacher, assessment specialists, school counselor, and other members as appropriate (e.g., central office administrators and school psychologists). Factors to be considered in deciding whether a student should be retained in ESL classes or exited from them include the following:

- academic achievement as measured by classroom assignments and tests,
- observation of classroom behavior,
- interviews with the student,
- length of time in school,
- student's educational background, and
- progress through Can Do Descriptors.

Steps and Criteria for Exiting ELs Grades 3-12



Parent and Family Engagement

Jackson Public Schools believes that effective parent and family engagement programs must be designed to provide leadership for home-school partnerships and to promote schools' commitment to building-level planning and improvement (*School Board Policy, Section 1, KKA/JAB*). To address the barriers to parent and family engagement, the district adopted traditional and non-traditional approaches from the Great Lakes Center for Education Research & Practice document entitled *Promoting EL Parental Involvement: Challenges in Contested Times* (January 2008).

Every EL site is required to host at least two Parent and Family Engagement nights per school year (Fall/Spring) that specifically addresses the EL program per ESSA 3113(c)(3)(A).

Traditional	Non-Traditional
Assists families with parenting and child-rearing skills, as well as with creating home conditions to support learning	Develops reciprocal understanding of schools and families
Communicates with families about school programs and student progress with two-way communications	Situates cultural strengths of family and community within the school curriculum
Includes recruiting efforts to involve families as volunteers and audiences	Provides parental education that includes family literacy and understanding school community
Involves families with their children in learning activities at home, including homework and other curricular-linked activities	Promotes parental advocacy that informs and teaches parents how to advocate for their children
Includes families as participants in school decisions, governance, and advocacy through councils and organizations	Instills parental empowerment through parent-initiated efforts at the school and community level
Collaborates and coordinates with work and community-based agencies, colleges and other groups to strengthen school programs	Implements culturally and linguistically appropriate practices in all aspects of communication

Professional Development

Jackson Public Schools supports its program for English Learners as an integral part of the district's overall educational offerings by providing a program of enrichment for identified students. The district will address the professional development needs of teachers by meeting, at minimum, the following components:

- Offer program teachers high-quality, evidence-based professional development regarding the appropriate education of English Learners
- Provide training to enable teachers to develop appropriate curricula and instructional practices
- Ensure that teachers are endorsed in English as a second language, if applicable.
- Ensure administrators who evaluate the EL program staff are adequately trained to meaningfully evaluate whether EL teachers are appropriately employing the training in the classroom and are adequately prepared to provide the instruction that will ensure the EL program successfully achieves its educational objectives.
- Ensure all content level teachers who instruct ELs complete sheltered instruction training within two years (effective 2019-2020).
- Ensure all content and grade level teachers who instruct ELs complete professional development on Understanding the Language Service Plan, Language Objectives and Academic Language Acquisition within the first year of serving ELs (effective 2019-2020).

Professional development provided for teachers is based on results from an annual needs assessment survey and directly tied to program goals and to the learning needs and cultures of English Learners. Sessions are continuous and build on previous successful efforts. Incentives are provided for participation in professional development activities (door prizes, district professional development points (as required), CEUs, etc.)

Through the district's professional development model, sessions are available to all staff and faculty members including administrators and general education teachers. All professional development topics and activities are developed considering the district's guidelines and procedures for serving English Learners. The district's program administrator supports and contributes to the professional development planning sessions.

Program Evaluation, Review, and Improvement

The ESL program is reviewed each year by the program administrator and ESL teachers to accommodate the needs of English Learners and their families. The district monitors the progress of its students in acquiring English and maintaining academic success. Parents are notified of their child's progress periodically throughout the school year. The ESL teachers maintain student folders which include documents used to demonstrate progress in acquiring English such as student data, report cards, progress reports, parent communication, TST meetings, each student designated as an EL must have an English Language Service Plan (LSP), which should be updated annually until the student achieves Monitor status., parent conference notes, etc. Should the district find that the ESL program is not effective in meeting the needs of

its students, members of the district-level ESL TST will conduct a meeting. This meeting will include members from the district's Office of Accountability and Research, if necessary. The program will be modified in a timely manner. In collaboration with the school principals, the district's program administrator of ESL services will monitor and observe ESL teachers' performance. Additionally, the Assistant Superintendent of School Support will be responsible for the collection and submission of data to the Mississippi Department of Education when necessary. Moreover, the evaluation, revision and/or improvement will be based on data from LAS Links, Mississippi College and Career Standards as EL directives from the Mississippi Department of Education.

Specifically: The number of students achieving English Proficiency, results of state assessments compared to non-EL students, student participation rates in gifted/advanced programs, extra-curricular activities, special education, graduation rates, attendance rates and retention rates compared to non-EL students.

ELs and Other District Programs

Jackson Public Schools operates as a School-wide, Title I district; therefore, all students have the right to participate in the full range of all programs including Gifted and talented, Special Education, non-academic and extracurricular activities.

Services for ELs should represent a continuum of available programs. All teachers are language teachers. Everyone is a language learner throughout his or her life; therefore, we all shape the education of a child and must work together collaboratively to fulfill that mission.

Students served in ESL programs may also be served through any other appropriate special programs offered within the district. From the time of enrollment, ELs have equal opportunity to participate in all special programs for which they qualify.

ELs should be considered the same as any other student for eligibility to all available programs that will help them reach the same standards of performance we ask of all students. Once a child enters a mainstream education class, he or she may need language development and other types of support that must be included in classroom instruction. For ELs these may be accommodations to the instructional activities, tasks and assessments. As the EL attains fluency in English, fewer accommodations will be necessary.

Guidelines for Students with Disabilities

As with other populations, one expects a range of abilities among students whose English proficiency is limited. The difficulty often comes in determining whether a learning problem is related only to the English language issue or whether there is an actual disability present.

Students learning English, because of their cultural and linguistic background, have special instructional needs. When a student is having difficulty mastering specific skills, it is important

for the teacher to accommodate the instructional strategies and/or instructional pace for the student. Just because the student requires accommodations to his/her program, does not necessarily mean that he/she has a disability or that he/she should be referred to special education.

If, however, the student continues to have difficulty after consistent language accommodations and instructional interventions have been attempted for a reasonable amount of time, and the interventions from Tiers 1 and 2 have not resolved the issues, the student should be referred to the Student Evaluation Team (SET). The ESL professional must be a member of the SST. The ESL teacher knows the natural order of English language acquisition regardless of the student's first language. The ESL teacher is also familiar with the usual rate and stages of acquisition, as well as the "typical" errors to be expected.

This knowledge of second language acquisition, along with the following information, is essential in determining the possible need for different interventions or future referrals for additional services:

- Place of birth
- Entry date U.S.
- Years in U.S. schools
- Educational history; Years of schooling in home language; Interrupted education?
- Prior evaluations (LAS Links Screening Test, standardized and local, first language assessment)
- Entry date in ESL and number of years in ESL
- Physical condition that could account for difficulties - need for glasses, hearing aid, etc.
- Participation in any special service
- Frequent absence or tardiness
- Review of Home Language Survey
- School record reviewed for relevant information and anecdotal evidence
- Contacts with Parents (district must provide an interpreter if required for communication)

At this point, one of two things may happen: (1) the SET may recommend additional interventions and accommodations for the classroom. If these supports are successful, the student may be served successfully in the general education classroom with the recommended supports in place. If the additional interventions and accommodations are not successful, (2) the SET can then make a referral for special education testing to determine if the student has a specific disability. Once a referral is made to special education, testing is completed to determine if the student qualifies as a student with a disability under the Individuals with Disabilities Education Act (IDEA). If so, he/she may be served through the special education program.

Depending on the extent of the student's disability, it is appropriate for the general education teacher, ESL teacher, and the special education teacher to work collaboratively in order to meet the needs of the student. **The fact that an EL has a disability does not replace the need for language assistance. The plan for providing language assistance and support should be delineated in the student's Individual Education Plan (IEP). In most instances, ELs should**

be dually served through both programs. In the event another means of support will be more beneficial to the student, the Special Education team and the ESL specialist should work together to determine the most effective plan and to provide needed support for implementation. The SET and the Special Education Committee members should consider meeting together to set, both, language and academic goals for ELs identified in SPED based on their areas of expertise.

- If an EL student is determined eligible for special education services, the IEP team should decide the type and degree of services (Special Education and ESL) the student will receive.
- Students generally should be served in both ESL and Special Education if they qualify for both programs, no matter what the disability.
- The ESL teacher must be included as an active member of the SST team and IEP team for ELs with disabilities.
- If it has been demonstrated through testing that the student qualifies for special education services under the learning disability label or speech services label, the EL should be served in both programs.
- Scheduled time for a Language Instruction Educational Program should not be reduced.
- If the severity of the student's disability indicates more special services are needed and the student's needs are best met by being served in more segments of special education rather than ESL, the ESL specialist should work with school and district personnel to set up a consultative model for that student's language development.
- The ESL specialist should meet regularly with the special education teacher and records of consultations should be maintained.
- Language Instruction Educational Program provided for all types of disabilities must be noted on the student's IEP.

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. Non-verbal 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 Individualized Education Program (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.

Per the OCR, districts are prohibited from delaying disability evaluation of EL students for special education and related services for a specified period of time based on their EL status.

Private Schools

Jackson Public Schools serves 10 Private Schools with the city limits. Through meaningful and timely consultation with the private schools, the district will provide educational services to identified ELs as required by ESSA Sec. 8501.

FORMS

JACKSON PUBLIC SCHOOLS HOME LANGUAGE SURVEY

The Office of Civil Rights (OCR) requires that School Districts identify English Learner (EL) students in order to provide appropriate language instructional programs for them. Mississippi has selected the Home Language Survey (HLS) as the method for this identification. The HLS must be administered to all students at enrollment and filed in their cumulative folder.

School: _____ Date: _____

Student's Name: _____ Grade: _____

1. What is/was the first language your child learned to speak? _____
2. Does the student speak a language (s) other than English? (Do not include languages learned in school.) _____ Yes _____ No If yes, specify the language (s): _____
3. What language does your child speak most often? _____
4. What language (s) is/are spoken in your home? _____
5. Has the student attended any U.S. school in any three years of his/her life time? ____
(If one or more of questions 1-4 indicate a language other than English, the student must be administered the LAS Links).

1. When did your child first enter school in the USA? In what state? _____

Name of School	State	Dates Attended
_____	_____	_____
_____	_____	_____

2. Is the student attending school as a foreign exchange student? _____
3. Has the student ever been in a bilingual educational or an English as a Second Language (ESL) Program in a school in the U. S.? _____ Yes _____ No If so, where? _____
4. Did the student exit the program? Exit Date: _____

Parent/Guardian signature: _____

Person completing this form (if other than parent/guardian): _____

The district has the responsibility under the federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, the district has the right to ask for the information it needs to identify English Learners (ELs). As part of the responsibility to locate and identify ELs, the district may conduct screenings or ask for related information about students currently enrolled in the school, as well as from students who enroll in the district in the future.

JACKSON PUBLIC SCHOOLS
Encuesta de Lenguaje

La Oficina de Derechos Civiles (OCR, por sus siglas en inglés) requiere que los Distritos Escolares identifiquen a los estudiantes Aprendices de Inglés (EL) para poder proporcionarles programas de instrucción de idiomas apropiados. Mississippi ha seleccionado la Encuesta sobre el idioma del hogar (HLS) como el método para esta identificación. El HLS debe ser administrado a todos los estudiantes al momento de la inscripción y archivado en su carpeta acumulativa.

Escuela: _____ Fecha: _____

Nombre del estudiante: _____ Grado: _____

1. Cuál es la lengua materna de su niño? _____
2. El estudiante habla otro idioma que no sea inglés (No incluya los idiomas aprendidos en la escuela.) _____ Si _____ No Si sí, especifique el idioma (s): _____
3. Qué idioma su niño habla más a menudo? _____
4. Qué idioma se habla en la casa? _____
5. El estudiante ha ido en alguna escuela en los Estados Unidos en tres años de su vida?

(Si una o más de las preguntas 1-4 indican un idioma que no sea el inglés, el alumno debe recibir la prueba LAS Links).

1. ¿Cuándo su niño empezó en una escuela en los EEUU? ¿En cual estado?

Nombre de la escuela

Estado

Fechas

2. ¿El estudiante esta yendo a la escuela como un estudiante de intercambio?
3. El estudiante ya estuvo en un programa educativo bilingüe o el programa de inglés como segunda Lengua (ESL) en alguna escuela de los EEUU? _____ Si _____ No Si sí, donde?
4. El estudiante ha terminado el programa? Fecha: _____

Firma del Padre/ Guardián: _____

Persona que relleno este formulario (que no sea el padre/guardián): _____

El distrito tiene la responsabilidad, conforme a la ley federal, de atender a los estudiantes con dominio limitado del inglés y que necesitan servicios de instrucción en inglés. Dada esta responsabilidad, el distrito tiene el derecho de solicitar la información que necesita para identificar a los aprendices de inglés (EL). Como parte de la responsabilidad de localizar e identificar a los estudiantes EL, el distrito puede realizar evaluaciones o solicitar información relacionada sobre los estudiantes actualmente inscritos en la escuela, así como a los estudiantes que se inscriban en el distrito en el futuro. *

Jackson Public Schools
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		DATE OF BIRTH				GRADE	
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 a 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															

Copy this page and attach it if space is needed to post additional ELPT scores for Long Term English Learners.

Language Service Plan *(for Students with Limited English Proficiency)*

EL SERVICE			
Date Identified EL Program:		Date Entered EL Program:	
<input type="checkbox"/> Student will receive Direct EL Services for _____ Minutes _____ Days a week			
<input type="checkbox"/> Student will be placed in an EL Class for one Credit <i>(Grades 7-12 only)</i> Year: _____ Semester: _____			
<input type="checkbox"/> 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 Testing 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)

Language Service Plan *(for Students with Limited English Proficiency)*

All testing accommodations are classroom accommodations, however not all classroom accommodations are state testing accommodations.

CLASSROOM INSTRUCTIONAL SUPPORTS AND ACCOMMODATIONS/MODIFICATIONS

To meet the needs of this child, the following are recommendations for use in regular classroom instruction:

- | | |
|--|---|
| <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 | <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.

PRINCIPAL *Signature*

PRINTED NAME

PARENT *Signature*

PRINTED NAME

EL COORDINATOR *Signature*

PRINTED NAME

PARENT *Signature*

PRINTED NAME

EL TEACHER *Signature*

PRINTED NAME

STUDENT *Signature*

PRINTED NAME

TEACHER *Signature*

PRINTED NAME

INTERPRETER *Signature*

PRINTED NAME

TEACHER *Signature*

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:		School Name:		
	Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4
ELA					ELA				
Math					Math				
Science					Science				
Social Studies					Social Studies				
Other					Other				
Other					Other				
State Assessment Results:					State Assessment Results:				
Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No					Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No				

If the information on this form indicates that the former EL student is struggling, indicate steps that will be taken to support the student and the results:

- ☐ Student was referred for intervention services (appropriate documentation must be completed)
- ☐ Student was referred for Counseling
- ☐ Student was referred for rescreening for EL services. In order for students to be re-entered in the EL program, they must retake the LAS Links placement test and meet qualifications. **(This should only be done if language is considered the primary cause for academic struggles.)**

COMMENT(S)(Indicate steps taken to support the student):

Escuelas públicas de Jackson

Plan de servicio (para estudiantes con dominio limitado del inglés)

Este formulario debe actualizarse anualmente. **Persona que completa este formulario es:**

NOMBRE DEL ESTUDIANTE:			
IDIOMA PRIMARIO		IDIOMA (S) EN CASA:	
IDIOMA (S) ADICIONAL:	FECHA PRIMER MATRICULADO EN UNA ESCUELA DE ESTADOS UNIDOS:	Condición de inmigrante (< 3 yrs)	
NOMBRE DEL PADRE O TUTOR:			
TELÉFONO	(Inicio)	(trabajo)	(celular)
Comunicación casa/escuela al padre o tutor se solicita en: <input type="checkbox"/> Inglés o <input type="checkbox"/> Idioma: <u>Español</u> <input type="checkbox"/> Oral o <input type="checkbox"/> Escrito			

HISTORIA ACADÉMICA ANTES DE ENTRAR EN DISTRITO DE CORRIENTE			
Edad que comenzó la escuela:	Años en preescolar/K:	Años en los grados 1-5:	Años en los grados 6-12:
Último año completado	<input type="checkbox"/> Interrumpe la Educación Formal <input type="checkbox"/> Escolaridad limitada <input type="checkbox"/> Educación No Formal		
¿Se ha referido el estudiante de educación especial? <input type="checkbox"/> Sí <input type="checkbox"/> No	¿El niño tiene un IEP? <input type="checkbox"/> Si <input type="checkbox"/> No		Tiene el niño un ¿Plan 504? <input type="checkbox"/> Sí <input type="checkbox"/> No

HISTORIA NIVEL DE LOGRO ACADÉMICO				
Asunto	POR DEBAJO DE NIVEL DE GRADO	EN O SOBRE EL NIVEL DEL GRADO	MÉTODO UTILIZADO PARA DETERMINAR EL NIVEL	INFORMACIÓN NO DISPONIBLE
<i>Ejemplo: matemáticas</i>	<i>X</i>		<i>Grado de curso del año anterior (D)</i>	
Matemáticas				
Lectura				
Escritura				
Estudios sociales				
Ciencia				

ENGLISH LANGUAGE PROFICIENCY TEST INFORMATION															
TEST	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
ELPT Hablar															
ELPT Escuchar															
ELPT Leer															
ELPT Escribir															
Puntuacion Compuesta															

Plan de Servicios Lingüísticos (para estudiantes con dominio limitado del inglés)

EL SERVICIO

Fecha identificada al programa EL:		Fecha ingresada al programa EL:	
<input type="checkbox"/> El estudiante recibirá servicios de ESL por _____ minutos _____ días por semana			
<input type="checkbox"/> El estudiante será colocado en una clase de EL para un crédito (solo para los grados 7-12) Año: _____ semestre: ____			
<input type="checkbox"/> Padres declinaron los servicios (la escuela todavía está obligada a servir)		Comentarios:	

Cuántos años hasta que el estudiante se identifica como un Aprendiz de inglés a largo plazo (LTEP):

Lista de objetivos medibles específicos para cada dominio (escuchar, hablar, lectura y escritura):

ESCUCHAR	HABLANDO	LECTURA	ESCRITURA

ALOJAMIENTO PARA PRUEBAS ESTANDARIZADAS

Consulte la edición actual del Manual de adaptaciones para exámenes de Mississippi para conocer las adaptaciones permitidas para cada evaluación. Especifique cada alojamiento de prueba, el código del alojamiento y cada prueba estandarizada a la que se aplica el alojamiento. **NOTA:** Las adaptaciones que se enumeran a continuación deben usarse durante las evaluaciones regulares en el aula y en las evaluaciones de todo el distrito antes de ser utilizadas en las evaluaciones de todo el estado.

ALOJAMIENTO(S)	CÓDIGO #	PRUEBA(S)

Plan de Servicios Lingüísticos (para estudiantes con dominio limitado del inglés)

Todas las adaptaciones de prueba son adaptaciones de aula, sin embargo, no todas las adaptaciones de clase son adaptaciones estatales de prueba.

AYUDAS INSTRUCCIONALES EN EL AULA Y ALOJAMIENTOS / MODIFICACIONES

Para satisfacer las necesidades de este niño, las siguientes son recomendaciones para usar en la instrucción regular en el aula:

- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Parafraseando o repitiendo direcciones en inglés. <input type="checkbox"/> Señal personal <input type="checkbox"/> Lea las instrucciones de la prueba (pero no los elementos de la prueba) a estudiantes individuales o en un grupo pequeño; repita o parafrasee las instrucciones, si es necesario <input type="checkbox"/> Dictado de respuestas al administrador / supervisor de pruebas (escriba) solo en inglés <input type="checkbox"/> Lector (administración oral) <input type="checkbox"/> Diccionarios de palabra a palabra en idioma nativo / diccionarios electrónicos de palabra a palabra (sin definiciones) <input type="checkbox"/> Presentar las preguntas en las mismas frases que el aprendizaje / revisión <input type="checkbox"/> Asignaciones reducidas y / o modificadas de clase y tarea <input type="checkbox"/> Evaluaciones modificadas (es decir, orales) <input type="checkbox"/> Rompe tareas / direcciones en subtarea <input type="checkbox"/> Aumentar el tiempo de espera <input type="checkbox"/> Tiempo adicional para completar tareas y exámenes. <input type="checkbox"/> ESS (Servicios Escolares Extendidos) <input type="checkbox"/> Proporcionar preguntas para la discusión en el aula por adelantado <input type="checkbox"/> Etiqueta el aula <input type="checkbox"/> Avance de contenido académico. | <ul style="list-style-type: none"> <input type="checkbox"/> Proporcionar tareas reducidas <input type="checkbox"/> Enfrentar al estudiante cuando habla - hable lentamente <input type="checkbox"/> Imprimir en lugar de usar cursiva; escriba todas las notas, pruebas, folletos <input type="checkbox"/> Usar material de texto de alto interés / bajo vocabulario <input type="checkbox"/> Use los gastos generales y proporcione a los estudiantes copias de las transparencias / notas / conferencias de los maestros <input type="checkbox"/> Haga que la instrucción sea visual: use organizadores gráficos, imágenes, mapas, gráficos, etc. para ayudar a la comprensión <input type="checkbox"/> Realce / código de color tareas, direcciones, letras a casa <input type="checkbox"/> Combine los EL con un "compañero" que hable inglés para obtener ayuda <input type="checkbox"/> Proporcionar asientos preferenciales o asientos con un compañero <input type="checkbox"/> Comprobar la comprensión a menudo <input type="checkbox"/> Haga preguntas que le permitan al estudiante responder con éxito. <input type="checkbox"/> Permitir que los estudiantes lean en voz alta con éxito. <input type="checkbox"/> Usa manipulativos <input type="checkbox"/> Utilizar audiolibros <input type="checkbox"/> Grabar material para escuchar al alumno. <input type="checkbox"/> Ejercicios de concordancia / relleno de espacios en blanco con palabras <input checked="" type="checkbox"/> OTROS: Instrucción en vocabulario académico |
|--|--|

PERSONAS INVOLUCRADAS EN EL DESARROLLO DEL PLAN DE SERVICIO DE IDIOMAS

Al firmar este formulario, estoy indicando que he leído y comprendido la información del Plan de Servicio de Idiomas.

DIRECTOR *Firma*

TU NOMBRE IMPRIMIDO

PADRE *Firma*

TU NOMBRE IMPRIMIDO

EL COORDINATOR *Firma*

TU NOMBRE IMPRIMIDO

PADRE *Firma*

TU NOMBRE IMPRIMIDO

EL MAESTRA *Firma*

TU NOMBRE IMPRIMIDO

ESTUDIANTE *Firma*

TU NOMBRE IMPRIMIDO

MAESTRA *Firma*

TU NOMBRE IMPRIMIDO

INTERPRETER *Firma*

TU NOMBRE IMPRIMIDO

MAESTRA *Firma*

TU NOMBRE IMPRIMIDO

FECHA

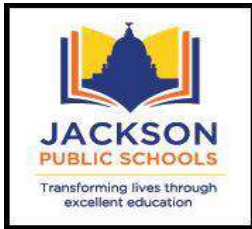
The ESL teacher is responsible for maintaining student EL folders on-site and for providing updated information required for records at district's program office.

The EL folder will include the following:

- Home Language Survey/Enrollment Form stapled to the inside of the folder with home language highlighted.
- Signed Entrance Notification Letter
- Copy of annual notification letter of LAS Links test results (and a copy to district Federal Programs – EL and Special Populations office.)
- Annual LAS Links Alternate Teacher and Parent Score Reports
- Waiver letter if applicable
- Reclassification letters if applicable (monitored students/exited students)
- Report Cards – End of year report card up to eighth grade; at the end of eighth grade a copy of the Cumulative Folder insert with all previous grades posted should be placed in the EL folder and previous years' reports removed.
- District and State assessments (e.g., Universal Screening, MAP, etc.).
- Completed Language Service Plans (current school year) - School ESL team meets, reviews student work samples and state assessments, and prepares LSP for signatures. LSPs are completed, placed in the EL folder and a copy is sent to district Federal Programs – EL and Special Populations office on or before October 1 of each year (within two weeks of first progress report).

SET team will meet again after second progress report and review LSP and student progress through grades, work samples, and results of accommodations used by teachers. This review will be documented on EL Student Progress Monitoring Form. Changes in LSP will be made if needed.

- Further review by the team will occur after semester grades as needed.
- Any student information from a previous school district is placed at the back of the EL folder.



Student History Worksheet

KEEP IN PERMANENT RECORD

Student Name: _____

Initial Date of Enrollment in U.S. Schools: _____

Student ID: _____

Date Identified as EL: _____

This form
can help

		Schooling Outside U.S.			Schooling in U.S.					
School Year	Grade	Where	All or Partial School Year? (A,P)	Total Time Enrolled If Partial NS = No schooling	Where	Program Participation (Y or N)	School Year of Enrollment in U.S. (Designated SET:TST member to sign and date each year)	ELPT Reading (B, EI, I, P, AP)	ELPT Writing (B, EI, I, P, AP)	ELPT Overall (B, EI, I, P, AP)

- keep track of a student's EL status, program participation, years in U.S. schools, and LAS Links rating;
- monitor extensive absences of schooling outside the U.S. and the schooling patterns of students who move in and out of the U.S.; and
- summarize a student's test history.

