

Policy for English Learners

District Plan, Guidelines and Procedures



MADISON COUNTY
SCHOOLS

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SYNOPSIS AND PROGRAM OVERVIEW

English as a Second Language (ESL)

STEP 1: English Acquisition

An eight-step protocol is in place to address the needs of and provide English language acquisition and support for English Learners (ELs) in Madison County Schools.

STEP 2: Identification of ELs

The district identifies all students potentially needing English as a Second Language services. The Home Language Survey is administered as a part of the initial enrollment and registration process for all students.

STEP 3: LAS Links Placement Test

The district assesses each potential EL student for English language proficiency upon enrollment, as referenced on the Home Language Survey. Based on results of the LAS Links placement test (Language Assessment System), the district provides English language acquisition support to ELs.

STEP 4: ESL Placement and the Language Service Plan (LSP)

Once students are tested for potential placement, parents are given notification of the need for ESL services. Parent notification must be made before placement. Parents may refuse services. Upon placement, a LSP is developed for English Learners.

STEP 5: Staffing and Resources

ESL certified teachers provide a language acquisition instructional program for ELs. The district and the Office of Federal Programs provide curricular resources and professional learning for a viable instructional program and parent support.

STEP 6: Transition from ESL Services

The Mississippi Department of Education criteria is the determinant for program exit. ELs exit the language acquisition program once they reach levels 4-5 in Reading, Writing and Overall on the annual LAS Links English Language Proficiency Test.

STEP 7: Monitoring

Once ELs exit the ESL program, the law requires that they be *monitored for four years*. ESL teachers, support staff, content area teachers and administrators must document four monitoring visits each school year to ensure academic progress in the educational program.

STEP 8: Program Evaluation

On-going program evaluations from comprehensive needs assessments provide a basis for revisions to the district plan and guidelines for English Learners.

Federal Definition of English Learner

According to the Every Student Succeeds Act (ESSA) of 2015, an English Learner (EL) is defined as an individual:

- who is age 3 to 21;
- who is enrolled or preparing to enroll in an elementary or secondary school;
- who was not born in the United States **or** whose native language is a language other than English; who is a Native American or Alaska Native, or native resident of the underlying areas; who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - the ability to meet the State's proficient level of achievement on State assessments;
 - the ability to successfully achieve in classrooms where the language of instruction is English
 - or the opportunity to participate fully in society.

A child born in the U.S. can be an EL. Native Americans are considered ELs if they meet the criteria. State and federal guidance mandates that all students receive equitable educational opportunities. The *MCS Policy for English Learners: District Plan, Guidelines and Procedures* outlines district responsibilities to English Learners. The primary goal of the ESL program is to

ensure that ELs become proficient in the English language in a time frame consistent with state and federal expectations, master academic content, and have access to school opportunities to include content area instruction, special services, extracurricular activities, sports and other school activities. The identification process for ELs includes *five components*: **Home Language Survey, LAS Links Placement Test for Language Proficiency, Parental Notification, Placement in the ESL Instructional Program** and the **development of a Language Service Plan**.

English as a Second Language

The instructional goal of the ESL program is to provide English language acquisition services to EL students; thus, enabling them to function independently and to participate effectively in the regular academic program.

English Learners receive their primary core curriculum instruction through the regular mainstream instructional program. Upon enrollment, ELs must study to attain English proficiency to meet state academic standards and they are required to participate in all aspects of the Mississippi State Assessment Program. English Learners are required to take the annual LAS Links assessment for language proficiency in March/April each year, which encompasses four language domains: listening, speaking, reading and writing.

Supplemental support services for ELs provide regular classroom instruction and English as a Second Language, with emphasis on English language acquisition skills. Initially, emphasis for all newcomers is on the teaching of “survival” language, following directions, and basic conversational English. Alongside language acquisition, ESL teachers collaborate with core content area teachers to support ELs in the regular program, but the ESL program does not take the place of regular classroom instruction. At the **elementary school level**, EL students

participate in groups according to their LAS Links proficiency levels in order to individualize instruction as much as possible in the ESL program. The level of English language proficiency and the individual needs of students determine the frequency and duration of ESL instructional sessions. At the **high school level**, EL students participate in an ESL class, which also counts as an elective credit toward graduation. Middle school EL students are scheduled in ESL classes. As a part of the middle and high school ESL classes, ESL teachers offer support and assistance in core curricular areas as needed to ensure academic success for ELs. For the support of the ESL instructional program, every school must have in place a Student Evaluation Team that is responsible for the identification, placement, services, exiting, and monitoring of ELs. After exiting the ESL instructional program, ESL teachers monitor ELs for four years.

The academic needs of ELs are met through a variety of ESL educational strategies. Each student placed in the ESL program must have a Language Service Plan (LSP). The LSP is updated yearly until ELs achieve proficiency. The process of language acquisition generally takes five to seven years. The silent period can last up to one year. According to Stephen Krashen, known for his theory of second language acquisition, states that most new learners of English will go through a “silent period” which is an interval of time during which they are unable or unwilling to communicate orally in the new language. Social language develops faster than academic language. Necessary accommodations and modifications must be made on an individual basis. The primary emphasis of ESL instruction is English language acquisition: ***listening, speaking, reading, and writing.***

Legal Issues

FEDERAL LAWS

1964 Civil Rights Act, Title VI

“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 discrimination under any program or activity receiving Federal financial assistance.”

1968 Constitution of the United States Fourteenth Amendment

“No state shall...deny to any person within its jurisdiction equal protection of the law.”

1974 Equal Educational Opportunities Act (EEOA)

“No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by...the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”

1965 Elementary and Secondary Education Act ESEA, Reauthorized NCLB - 2001, ESSA – 2015, Title III

SUPREME COURT

1974 Lau v. Nichols

Equality of instruction denied to non-English speaking students if special provisions are not made to aid them in learning English in schools.

1982 Plyer v. Doe

States cannot constitutionally deny students a free public education based on their immigration status.

FEDERAL COURT

1974 Sema v. Portales

Court ordered school to make a curriculum available to students who lack English skills.

1978 Cintron v. Brentwood

ELL students must not be segregated completely from other students, but included in art, physical education, and non-language based classes.

Registration Procedures

Upon registration, the district must require **proof of residency** and **proof of required vaccinations**. Parents of ELs are not required to give social security numbers as a part of the registration process. English Learners must receive all school services such as lunch, transportation and educational services. The first rule for enrollment and placement of ELs in an educational program is to **place the student at their age-appropriate grade level**.

1. **Proof of Age** – A valid birth certificate, a valid passport, or other official document listing date and place of birth. **A birth certificate is not required.** Other documentation of the date of birth must be accepted in the absence of a valid birth certificate (Mississippi Department of Education, 2018, page 12).
2. **Registration Forms** – School registration forms are to be completed and filed in cumulative folders at the school level. For a student who does not have a social security card, the school should assign an MSIS number.
3. **Home Language Survey Form** – The Home Language Survey (HLS) is a district-wide form to be completed and signed by the parents of **ALL NEW STUDENTS** registering for grades K-12. Home Language Surveys that indicate a language other than English must be referred to the school's ESL teacher for **placement testing**.
4. **Secondary International Students** – A district ESL enrollment committee will determine the placement of secondary international students.

Parents and/or guardians must provide former school records, report cards, and transcripts for enrollment. When former school records are not available, school officials must enroll ELs and then pursue the needed documents from prior schools.

Enrollment of English Learners

Research related to student placement and retention shows that English Learners must be placed age-appropriately in the mainstream classroom. Placement of ELs in settings for challenging, grade-level content instruction and the opportunity to interact with their English-speaking peers is the least restrictive educational environment.

At the high school level, credits must be awarded based on transcripts provided by the students/parents/guardians, even if the coursework was taken in another country. For transcripts in a language other than English, translations must be sought so that credits can be awarded. Families must be informed of materials they need for enrollment and given

Board Approved: September 11, 2006; Revised and Board Approved September 17, 2012; Revised & Board Approved September 10, 2018

assistance on how to obtain needed documents. When enrolling English Learners from international schools, students must be placed age appropriate in mainstream classrooms (MDE, 2018, pages 16-17). Data will be collected and reviewed to determine appropriate course placement.

Identification of English Learners

The identification of English Learners in Madison County Schools entails a six-component process. The identification of English Learners is the responsibility of each school. A school must inform parents of ELs about placement in the English as a Second Language program no later than 30 days after the beginning of school. When a student is identified as an EL student after the beginning of the school year, the parents must be notified within two weeks of the student's placement in the English as a Second Language program.

1. **Home Language Survey:** The Home Language Survey (**HLS**) must be completed for each student registering for enrollment in Madison County Schools. The HLS meets federal and state requirements in identifying students' primary or home language. The purpose of the HLS is to determine if there is a primary language other than English spoken in the home. The enrollment clerk at the school level is required to submit the completed Home Language Survey form for potential ELs to the school's ESL teacher at the time of registration (**Appendix A, page 24**). Parents must complete and return the HLS. If any response on the HLS indicates the use of a primary language other than English by the student or an individual in the home, further assessment must be conducted to determine the student's English language proficiency (ELP) level. The presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English. Students are identified as an EL when their composite score for the domains of listening, speaking, reading, and writing, are less than proficient. The certified ESL teacher (or the principal's certified teacher designee) formally assesses the student for ELP using the state mandated assessment, the LAS Links Placement test. The building level principal must ensure that the Home Language Survey is completed at the appropriate times. The completed HLS must be placed in the student's cumulative folder.
2. **LAS Links Assessment for Instructional Placement:** The LAS Links Placement Test is the mandated state assessment tool used to determine levels of English proficiency for English Learners. Parent permission is not required to administer the English Language Proficiency test. At the onset of enrollment, potential ELs are administered the LAS Links Placement Test for English language proficiency. The proficiency level determines

placement in the ESL instructional program. *Students scoring **approaching proficient** and **not-proficient** are recommended for placement in the ESL program.* All students that qualify for ESL services are tested annually, including students whose parents decline ESL services. Served EL students take the LAS Links annual assessment each year in March/April until they are reclassified as English proficient. LAS Links assessment tools are used to determine student performance in four English language proficiency domains: listening, speaking, reading and writing.

The LAS links assessments shall only be conducted by those who have been formally trained to administer LAS Links. Students who come from another Mississippi LEA or another *LAS Links* state may not need to be assessed with the *LAS Links Placement assessment*, providing they have test results from their previous school. School counselors will contact the previous school for the students' LAS Links scores at the time a request is made for school records. The LAS Links categorizes students into five (5) performance levels: **Beginning, Early Intermediate, Intermediate, Proficient, and Above Proficient (Appendix B, page 26)**. The results of each EL student's LAS Links test are placed in the cumulative records at each school.

3. **Parental and Family Notification:** Once EL students are identified for placement in the district's ESL instructional program, parents are notified of the placement. Parents must be notified and asked to sign the *ESL Permission for Placement/Parent Notification Form (Appendix C, page 28)*. *Once students test into the ESL program, services must be provided even in the absence of returned notifications.* To the extent possible, the permission for placement notification must be provided in a language that the parent understands. The notification must include all of the statutorily-required elements, including the right to opt out (**MDE, 2018, page 15**). The placement decision is noted on the EL Student's Placement Form, which is placed in the student's cumulative record. Parents must receive annual notification of services until English Learners test out of the ESL program.
4. **Placement in a Language Instruction Educational Program:** Students recommended for ESL services will receive services 30-60 minutes, two to five days per week, based on determined needs. Middle and high school students assigned to an appropriate ESL class will meet according to the regular schedule. If a parent refuses services, the notice must be documented by the signature of the parent. The LEA may not recommend that a parent or guardian opt a child out of EL programs or services for any reason. When a parent refuses services, the district is still responsible for ensuring all language and academic needs for the English Learner are being met (**MDE, 2018, page 15**). When placement test results indicate that the student is proficient in English, the principal or designee must place the results in the student's cumulative folder and notify the parent of the results. No additional steps are necessary and the student is not classified as an English Learner.
5. **Development of a Language Service Plan:** The LAS Links Placement test is administered for each EL student within 30 days of the beginning of the school year or within 14 days of registration, mid year. At the K-5 level, EL students whose assessment

places them in the **Not Proficient** (NP) or **Approaching Proficient** (AP) categories are placed in an ability-level-appropriate English Learner ESL instructional group (pullout or inclusion). Once a student has been identified as an EL student, ESL teachers must develop an English Language Service Plan (LSP), which should be filed and updated annually until the student exits EL status. The Language Service Plan must include student information: demographic information, the date of first enrollment in U.S. schools, ELPT score results, classroom accommodations, and signatures of SET members. ESL teachers complete the Language Service Plan and SET members review plans after students are identified (**Appendix D, page 31**).

6. **English Learner Data Entry:** Once a student has been identified as an English Learner, the district must correctly flag the student as EL in the student data system. The information will be uploaded to MSIS once the district has submitted their data to the Mississippi Department of Education. Each column on the EL roster screen must be completed in MSIS. Data must be updated and verified monthly for accuracy.

(MDE, 2018, pages 13-17)

Student Evaluation Team (SET)

Each school has a designated English Learners' **Student Evaluation Team (SET)**. The ELs Student Evaluation Team is responsible for guiding and monitoring the placement, services, and assessment of students who are ELs. The EL Student Evaluation Team must be comprised of, at the minimum, an ESL teacher, a content area teacher, a school administrator, and a parent representative. It is strongly advised to include assessment specialists and other members as appropriate (e.g., central office administrators and school psychologists). In SET meetings and parent/teacher conferences, translators must be provided as needed. Translators must have a signed confidentiality statement on file (**Appendix E, page 39**).

Parents are provided written notice of the SET's recommendation(s) in a language they can understand (*www.transact.com*). Course content for ELs includes instruction in pronunciation, vocabulary, oral and written usage, and American culture. Except for the tutorial sessions or the Carnegie unit ESL class for high school students, ELs spend the remainder of the school day (outside of ESL instruction) in regular classes. The ESL teacher functions as a

facilitator/coordinator in assisting content-area teachers in accommodating, evaluating, and testing English Learners. Training is provided to support content-area teachers with modifications to adjust instruction to meet the needs of ELs. This requires collaboration between all teachers in order to ensure English Learners' needs are met and they continue to progress.

English Learners are considered for the gifted program and other special programs provided to other students based on academic performance. English Learners will be made aware of vocational courses and extracurricular activities that are available.

Grading and Retention

Procedures for grading ELs must facilitate students' success in school and the school district must ensure that ELs are not **being discriminated against in the assignment of grades due to a language barrier**. *It is a violation of ELs' Civil Rights to retain them due to limited language proficiency*. English Learners should be expected to meet the same educational requirements as other students with appropriate accommodations. Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 (EEOA), requires that schools ensure that English Learners are placed appropriately and can participate meaningfully and equally in educational programs. Mississippi currently utilizes the TESOL Pre-K through 12 English Language Proficiency Standards and the state's English Language Proficiency Test (LAS Links) which is aligned to the standards (**MDE, 2018, p. 27**).

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 time frame that facilitates

their learning. Madison County Schools will adhere to the regular, district-wide grading guidelines with the following cautions when grading English Learners:

- The focus for grading non-English and limited English proficient students in the content areas must be on improvement.
- Fluent English Proficient (FEP) English Learners must be graded on improvement as well as knowledge of content.
- Districts are required to take steps to ensure that ELs are not retained solely because they are still in the early stages of language development.

Teachers must fully document regular contact with the ESL teacher regarding specific modifications for English Learners and the progress of English Learners. Failures for ELs must not be due to English language deficiency.

If an English Learner in the stages of **Level 1- Beginning** through **Level 3-Intermediate** has an “unsatisfactory” content area grade, the school’s Student Evaluation Team must examine work samples and progress to determine if the grade is due to a language barrier. In such situations, the school’s SET members must work together to determine appropriate action. Interventions, assignments to the Multi-tiered System of Supports for ELs and testing of English Learners for special services should be made in consultation with ESL teachers and the school’s SET (MDE, 2018, pages 26, 110 and 111).

Retention is generally not recommended for ELs. Careful evaluation should be conducted before retention is recommended to ensure that the EL has a true academic deficiency rather than just a lack of English language proficiency. A school’s SET members must work together to make retention decisions. **Any decision to retain an EL must be accompanied by teacher documentation to show that appropriate accommodations were employed**

throughout the school year. English Learners should be expected to meet the same educational requirements as other students with appropriate accommodations. If an EL student receives a failing grade, example documentation of modifications and accommodations, including conferences with the ESL teacher, must be placed in the student's cumulative folder and a copy sent to the Madison County Schools' Office of Federal Programs (**Appendix F, page 41**).

The following are among the methods teachers may employ in the classroom on a daily basis to accommodate English Learners (**Appendix G, page 43**.)

- ✓ Adapt materials by adding graphic organizers, pictures, charts, maps, timelines, and diagrams;
- ✓ Use linguistic modifications such as repetitions and pauses during speech;
- ✓ Use extra-linguistic cues such as visuals, props, and body language;
- ✓ Increase wait time, giving the student time to formulate an answer;
- ✓ Use interactive presentations with frequent comprehension checks;
- ✓ Use cooperative learning strategies;
- ✓ Focus on central concepts rather than on details by using the thematic approach;
- ✓ Build on students' prior knowledge as often as possible (while considering cross-cultural issues);
- ✓ Develop reading strategies such as mapping and writing to develop thinking; and
- ✓ Use an integrated approach: subject matter **AND** English language skills.

Exit Procedures and Criteria for English Learners

Once English Learners enter the ESL program, they cannot exit the program until they meet exit criteria. Parents may request that ELs be removed from the ESL instructional program or they may refuse services upon notification for placement. Although informal assessments (e.g. portfolios, logs, anecdotal records, journals, checklists, questionnaires, reading and writing exercises) of ELs' progress are ongoing, **the formal instrument used to assess an EL's readiness to exit the English as a Second Language program is the LAS Links Assessment.**

The Every Student Succeeds Act (ESSA) of 2015 requires that states establish and implement standardized English Learner entrance and exit procedures. In accordance with ESSA guidance, the Mississippi Department of Education's Office of Student Assessment and

the Office of Elementary Education and Reading have established criteria for an English Learner to exit the ESL program. English Learners are assessed annually with the LAS Links Assessment for English language proficiency, measuring progress. To exit, English Learners must score Proficient or Above Proficient as follows: LAS Links: **Overall 4-5, Reading 4-5 and Writing 4-5.**

Upon exit from the ESL Program, an Exit Form must be completed and filed in the student's cumulative folder, and the ESL teacher must provide written notice to the parents/guardians (**Appendix D, page 35**).

Note: Parents/guardians may withdraw their children from the ESL program at any time by written request. EL students will still be required to take the annual LAS Links assessment.

ESL Monitoring Procedures

Once ELs exit the ESL program, ESL teachers monitor their progress for four years. During the years of exit, ESL teachers will **monitor students' progress during each nine-week period, four times a year.** As part of the monitoring process, the ESL teacher will look at subject area grades, test scores, attendance, patterns of office referrals, and teacher-parent-student comments. Monitored ELs are not required to take the annual LAS Links assessment.

If a monitored EL is not academically successful, the ESL teacher must share the information with the Student Evaluation Team. After reviewing the information, the SET shall make an appropriate recommendation, which may include reclassification of the student as EL for placement testing to re-enroll in the ESL program (**Appendix D, page 35**).

Staffing and Resources

An ESL program coordinator at the district level has oversight of the ESL program. The ESL program coordinator works with the ESL teachers, school staff, the district curriculum coordinator, and the special education coordinator to coordinate services for English Learners.

Board Approved: September 11, 2006; Revised and Board Approved September 17, 2012; Revised & Board Approved September 10, 2018

The district is committed to maintaining an adequate staff for serving its EL enrollment. The district has strategically assigned ESL teachers to schools with the greatest enrollment of English Learners. Designated ESL teachers travel between schools, as needed, to provide services for all English Learners.

A list of interpreters and translators is maintained and made available to school officials to support services to English Learners and their families. Several documents have been translated by a professional translation service in order to facilitate and support parents of English Learners. Along with the help of the translation vendors and www.transact.com, certified foreign language teachers from high schools in the school district are also requested to comment on translations for proper and effective communication before translations are put in place for use. ESL materials and resources are selected to support the development of communication skills: listening, speaking, reading, and writing. Some of the materials and resources used in Madison County Schools' ESL program include the following.

- Bilingual Books
- Computers (Digital Handhelds for Personalized Learning)
- Grade Level Books for Take-Home Reading Practice
- ISTATION Courseware - <https://www.istation.com/>
- Language and Picture Dictionaries
- Laptop Computers (*for teacher checkout*)
- Linguistic and Age Appropriate Novels
- MobyMax
- On-line Professional Learning Opportunities for ESL Teachers (*SIOP and others*)
- Pearson's True Stories Series
- Pearson-Longman Curriculum Series (*Horizons, Cornerstone, Keystone and Keys to Learning*)
- Read 180
- State and National Conferences (*International TESOL, AMTESOL and Southeastern TESOL Regional Conference*)
- TESOL Pre-Kindergarten through Grade 12 ELPT Standards: Augmentation of the WIDA Consortium ELPT Standards, *Year 2006*
- Word-to-Word Dictionaries

Determination of Immigrant and Migrant Status

ELs may also meet immigrant and/or migrant status. Students can be classified as:

- EL Only
- Immigrant Only
- Migrant Only
- EL and Immigrant
- EL and Migrant
- EL, Immigrant, and Migrant
- Immigrant and Migrant

Immigrant Students

Students who meet the following stipulations are classified as **immigrants**.

- 1) Ages 3-21
- 2) Were not born in the United States
- 3) Have not been in a United States school for more than 3 consecutive years

Decisions regarding immigrant status are made within 30 days of the student's enrollment. Upon determination that a student identifies as an immigrant, school officials or other appointed district personnel will add the student's information to the district's student information system. School officials keep record of all classifications, changes, decisions, etc., in the student's cumulative folder at the school.

Migrant Students

Migrant students are individuals who are younger than 22 years of age, whose parents work in agriculture, has changed school districts in the last three years, and has not graduated from high school or received a GED. Madison County Schools screen new students for Migrant Status using a survey; however, migrant status is classified through the Mississippi Migrant Education Service Center.

Special Education Services

When deemed necessary, all ELs in Madison County Schools will receive special education services on the same basis as English-speaking students. Students who are experiencing academic difficulties not related to a lack of language proficiency are initially referred to the school based Teacher Support Team. Interventions or classroom modifications may be recommended and tried as a means of improving the student's performance. If interventions are not successful, the referral to placement process as outlined in the Madison County Schools Student Handbook is followed in the same manner as for English-speaking students experiencing academic difficulties.

Tests, which will be administered to the EL, will be presented in the native language of the student when such a test format is available and deemed necessary. Another option is testing with an interpreter. An intellectual test that requires no language and lacks cultural bias is sometimes selected based on the needs of the student.

Participation in Statewide Testing Program

English Learners are expected to participate in all aspects of the Mississippi Statewide Assessment System (MSAS). **English Learners are not exempt from testing;** however, the *Mississippi Department of Education excludes the test scores of students whose progress and proficiency reports indicate that they have been receiving language instructional services for one year or less in U.S. schools.* These students are still *included in the calculation of the 95% participation rate,* but their scores may be excluded from the accountability model. If districts wish to include the scores of first-year English Learners, they must request that scores be included.

English Learners who are working towards a regular diploma and who are enrolled in Algebra I, Biology I, English II and/or U.S. History 1877 to Present must take the applicable subject area test(s) using only allowable accommodations and meet the standards that are required for graduation. ELs who are considered vocational completers due to completion of a two (2) year vocational program must participate in the MS-CPAS.

Literacy Based Promotion Act

Beginning in the 2014-2015 school year, if a student's reading deficiency is not remedied by the end of the student's Third Grade year, as demonstrated by the student scoring above the second lowest achievement level in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade.

§ 37-177-11, Good cause exemption for promotion to Fourth Grade for students not meeting academic requirements:

(1) A Third Grade student who does not meet the academic requirements for promotion to the Fourth Grade may be promoted by the school district only for good cause. Good cause exemptions for promotion are limited to the following students:

(a) Limited English proficient students who have had less than two (2) years of instruction in an English Learner program.

ESL Program Evaluation

Madison County Schools will evaluate its ESL program annually. The evaluation process will consist of a review of overall progress, including LAS Links placement scores, annual LAS Links assessment scores, and state assessment scores for all ELs. The district will strive to meet accountability standards for Title III as outlined by the Mississippi Department of Education.

The district will also evaluate data to compare the long-range academic progress of former ELs (those who have exited the program as FEP) with non-EL students. Areas of review will include the number of long-term English Learners, grade point averages, rates of retention, advanced placement courses, and graduation rates. The district will report to the State Department of Education information concerning the identification, placement, and the educational progress of ELs as requested. The program will be modified as indicated by district evaluation results to address the needs of ELs (**Appendix I, page 57**).

Madison County Schools Plan Summary

Component 1: Programs/Activities

The MCS will continue to use whole group, small group pullout, inclusion and individual instructional strategies to help English Learner (EL) students become proficient in English. Teachers will continue to use a variety of teaching resources, materials and computer assisted instructional tools.

Component 2: Mississippi Standards for Academic Achievement

ESL teachers in MCS will teach English Learners in the regular education program each day to help them become proficient in the English language and they will use standards as outlined by the Mississippi Department of Education and TESOL as a guide for mastery of the English language by ELs.

Component 3: Accountability

Each ESL teacher is required to test EL students throughout the school year and share results with the district office. ESL teachers are also required to convene the school **Student Evaluation Team (SET)** for discussion of results, the progress levels of ELs in the instructional process and annual updates of the Language Service Plan.

Component 4: Parental and Community Engagement

The Office of Federal Programs will ensure a satisfactory relationship with parents of ELs through regular contact and informational sessions to help parents with the education of their children. The school district has employed a district parent liaison to support EL parents in the Ridgeland zone.

Component 5: Collective Consent

All teachers in MCS will be required to attend overview training concerning strategies to work with ELs. ESL teachers and district administrators participate in Annual TESOL conferences. Regular ESL teacher meetings are held in order to better prepare teachers to effectively work with EL students and parents.

Component 6: Evaluation and Achievement

ESL teachers will evaluate ELs throughout the school year. MCS will use test data to determine if the district's ESL program is effective. The school district expects ESL teachers to help all English Learners become proficient in the English language to ensure that ELs master subject area content as required by ESEA/ESSA.

APPENDIX A
HOME LANGUAGE SURVEY

Madison County Schools HOME LANGUAGE SURVEY

Student Name: _____ Birth Date: _____ Sex: ☐ Male ☐ Female

Parent/Guardian Name: _____

Address: _____

Home Telephone: _____ Work Telephone: _____

School: _____ Grade: _____ Date: _____

1. Was your child born in the United States? ☐ Yes ☐ No
If yes, in which state? _____ If no, in what other country? _____

2. Has your child attended any school in the United States for any three years during their lifetime? ☐ Yes ☐ No
If yes, please provide school name(s), state, and dates attended:

Name of School _____ State _____ Dates _____

Name of School _____ State _____ Dates _____

Name of School _____ State _____ Dates _____

2. What language is spoken by you and your family most of the time at home? _____

3. If available, in what language would you prefer to receive communication from the school? _____

4. Please check if your child is:

A. ☐ Native American Indian

C. ☐ Native Pacific Islander

B. ☐ Alaska Native

D. ☐ Native U.S. Virgin Islander

5. Is your child's first-learned or home language anything other than English? ☐ Yes ☐ No

If you responded "Yes" to question number 5 above, please answer the following questions:

6. What language did your child learn when he/she first began to talk? _____

7. What language does your child most frequently speak at home? _____

8. What language do you most frequently speak to your child? (Father) _____ (Mother) _____

9. Please describe the language understood by your child. (Check only one)

A. ☐ Understands only the home language and no English.

B. ☐ Understands mostly the home language and some English.

C. ☐ Understands the home language and English equally.

D. ☐ Understands mostly English and some of the home language.

E. ☐ Understands only English.

Parent or Guardian's Signature

Date

OFFICE USE ONLY		
Student ID#	Date Distributed	Date Received

APPENDIX B

LAS Links 2nd EDITION PROFICIENCY LEVEL DEFINITIONS

LAS Links 2nd Edition Proficiency Level Definitions

5 Above Proficient	<p>Level 5 students communicate effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in social, school, and academic contexts. The students command a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.</p> <p>Level 5 students apply their language mastery to critically evaluate and synthesize written and oral information and to formulate hypotheses. Their facility with language allows them to analyze information, make sophisticated inferences, and explain their reasoning. They skillfully organize information for presentations and can express subtle nuances of meaning. They apply literary techniques such as identifying author tone and point of view and can tailor language to a particular purpose and audience.</p>
4 Proficient	<p>Level 4 students communicate effectively in English, but with some errors, across a range of 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 when addressing new or familiar topics.</p> <p>Level 4 students interpret, analyze, and evaluate written and oral information, basing their responses on implicit and explicit context clues and information from personal and academic experiences. They adequately express themselves and organize their responses in logical and sequenced order. They distinguish nuances of meaning and incorporate idiomatic expressions and academic vocabulary.</p>
3 Intermediate	<p>Level 3 students communicate in English across a range of grade-level-appropriate language demands in social, school, and academic contexts. However, errors interfere with their communication and comprehension. Repetition and clarification are often needed. The students exhibit a limited range of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.</p> <p>Level 3 students use limited vocabulary when defining concepts across and within academic disciplines. They can compare, contrast, summarize, and relate text to graphic organizers. They decode words, apply grammar conventions, and use context clues to identify word meanings. They identify correct and incorrect use of basic grammar. Although their language is generally coherent, it lacks significant elaboration or detail.</p>
2 Early Intermediate	<p>Level 2 students are developing the ability to communicate in English in social, school, and academic contexts. Errors frequently impede basic communication and comprehension. Their receptive and productive control of lexical, syntactic, phonological, and discourse features of English is emerging.</p> <p>Early Intermediate students have minimal vocabulary and grammar skills. They identify, describe, and discuss simple pictorial or text prompts. Students interpret language related to familiar social, school, and academic topics. They make simple inferences and make simple comparisons. They restate rather than create original expressions. Restricted vocabulary and rudimentary grammar limit their expression and comprehension.</p>
1 Beginning	<p>Level 1 students are starting to develop receptive and productive uses of English in social, school, and academic contexts. Their comprehension may be demonstrated nonverbally or through their native language rather than in English.</p>

APPENDIX C

ESL PERMISSION FOR PLACEMENT/PARENT NOTIFICATION FORM

Madison County Schools

ESL PERMISSION FOR PLACEMENT/PARENT NOTIFICATION FORM

Dear Parents,

Your child's English language proficiency has been evaluated as a follow-up to the Home Language Survey. Test results from the LAS Links Assessment System for the placement of English Learners show that your child is functioning as a **Limited English Proficient** student at the performance level indicated below.

PROFICIENCY LEVEL	EXPLANATION	SCORE RANGE	YOUR CHILD'S SCORE
NP	Not Proficient		
AP	Approaching Proficient		
P	Proficient		

Students who score in the **NP** or **AP range** are considered Limited English Proficient. We believe your child could benefit from being in an ESL (English as a Second Language) class. The purpose of the ESL program is to provide services to English Learners to improve or increase their English proficiency; thus, enabling them to function independently and to participate effectively in the regular academic program. As a supplement to regular classroom instruction, English Learners receive regularly scheduled instruction in English, with emphasis on English language acquisition skills, from a certified ESL teacher. Students meet with the ESL teacher in sessions averaging forty-five minutes, two to five times per week, depending on identified needs. Students are grouped according to their proficiency levels in order to individualize instruction as much as possible. Other points to note about the Madison County Schools' ESL program are listed below.

- After English proficiency is attained at the transitional stage and students meet exit criteria, the ESL teacher monitors students for four years to assure continual transition into the regular classroom.
- The rates of transition into a regular classroom depends on the progress made by each child. The expected rate of graduation for an English Learner and a non-English Learner are comparable.
- The ESL instructional program meets the objectives of an Individualized Education Program (IEP) for a child with a disability by providing academic instruction tailored to the child's specific educational needs. Students experiencing academic difficulties, not related to a lack of language proficiency, are initially referred to the school-based **Student Evaluation**

Team (SET) and then the school's Teacher Support Team. If interventions are not successful, a referral to the placement process as outlined in Madison County Schools' student handbook is carried through, just as for English-speaking students experiencing academic difficulties.

- Parents have the right to immediately remove their child from the district's ESL program upon their written request, and they have the right to refuse services, or to choose another program or method of instruction, if available.

If you have questions or if you would like additional information on ESL services, please contact _____, the ESL teacher, at _____ School at telephone # _____ or Brenda Thompson at 601 499-0800.

Madison County Schools
ESL PERMISSION FOR PLACEMENT/PARENT NOTIFICATION FORM

Please sign and return this form to your child's school:

Child's name: _____

_____ Yes, I would like for my child to attend ESL classes at school.

_____ No, I do not want my child to attend ESL classes at school.

Kimber Halliburton, Superintendent of Education
 Brenda Thompson, Ed.S., Director of Federal Programs

 Signature of Parent or Guardian

Date: _____

 Signature of School Principal

Date: _____

APPENDIX D

LANGUAGE SERVICE PLAN

EXIT/MONITOR STATUS DOCUMENTATION

Madison County 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 and date:**

STUDENT NAME					
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															

Board Approved: September 11, 2006; Revised and Board Approved September 17, 2012; Revised & Board Approved September 10, 2018

ELPT Writing															
Composite SCORE															

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

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 districtwide assessments prior to being used on statewide assessments.**

ACCOMMODATION(S)	CODE #	TEST(S)

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

CLASSROOM INSTRUCTIONAL SUPPORTS AND ACCOMMODATIONS/MODIFICATIONS

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

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Paraphrasing or repeating directions in English <input type="checkbox"/> Personal cueing <input type="checkbox"/> Read the test directions (but not the test items) to individual students or in a small group – repeating and/or paraphrasing the directions, if needed <input type="checkbox"/> Dictation of answers to test administrator/proctor (scribe) in English only <input type="checkbox"/> Reader (oral administration) <input type="checkbox"/> Native language word-to-word dictionaries/electronic word-to-word dictionaries (no definitions) <input type="checkbox"/> Present questions in same phrasing as learning/review <input type="checkbox"/> Reduced and/or modified class & homework assignments <input type="checkbox"/> Modified assessments (i.e. oral) <input type="checkbox"/> Break tasks/directions into subtasks <input type="checkbox"/> Increase wait time <input type="checkbox"/> Additional time to complete assignments and tests <input type="checkbox"/> ESS (Extended School Services) <input type="checkbox"/> Provide questions for classroom discussion in advance <input type="checkbox"/> Label items in the room <input type="checkbox"/> Previewing of academic content | <ul style="list-style-type: none"> <input type="checkbox"/> Provide shortened assignments <input type="checkbox"/> Face student when speaking – speak slowly <input type="checkbox"/> Print instead of using cursive; type all notes, tests, handouts <input type="checkbox"/> Use high interest/low vocabulary text material <input type="checkbox"/> Use overhead and provide students with copies of teacher transparencies/notes/lectures <input type="checkbox"/> Make instruction visual – use graphic organizers, pictures, maps, graphs, etc. to aid understanding <input type="checkbox"/> Highlight/color code tasks, directions, letters home <input type="checkbox"/> Pair ELs with an English speaking “peer partner” for assistance <input type="checkbox"/> Provide preferential seating or seating with a peer partner <input type="checkbox"/> Check for comprehension often <input type="checkbox"/> Ask questions that allow the student to answer successfully <input type="checkbox"/> Allow the student opportunities to read aloud successfully <input type="checkbox"/> Use manipulatives <input type="checkbox"/> Use audiobooks <input type="checkbox"/> Record material for student listening <input type="checkbox"/> Vocabulary matching/fill-in-the-blank exercises w/ words <input type="checkbox"/> OTHER: |
|--|---|

PERSONS INVOLVED IN THE DEVELOPMENT OF THE LANGUAGE SERVICE PLAN

By signing this form, I am indicating that I have read and understood the Language Service Plan information.

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

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				

(for Students meeting qualifications to exit EL Services)

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):

APPENDIX E
TRANSLATORS' CONFIDENTIALITY FORM

Madison County Schools
Translators' Confidentiality Form

Interpreter and Translator Confidentiality Agreement

Name of Interpreter/Translator: _____

I am aware that in the course of any assignment as an interpreter or translator, I may have access to the student's grades, academic records and family records (health, financial, legal and other personal and business confidential information). I am aware that any such information must be kept in confidence by me and used only in the meeting or conference while serving as an interpreter or translator. Therefore, in consideration of my engagement as an interpreter/translator, I agree to the following:

1. I will hold in strict confidence, and will not use, assist others to use, or disclose to anyone any information revealed in the meeting or conference, except as such use or disclosure may be required in order to carry out any interpretation/translation assignment to complete and provide closure for the concerns discussed in the meeting/conference.
2. I shall not derive any personal profit or advantage from any confidential information that I may acquire during my interpretation/translation services.
3. That translated documents remain the property of the school of the original documents and/or the requester of my services at all times.
4. That Individually identifiable data is confidential and is protected by various state and federal laws.
5. That confidential data includes all personal information (e.g., name, birthdate, social security number) which may, in any manner, identify the individual.
6. That confidential data may be used only for purposes directly related to the school meeting or conference.
7. That any personal use of confidential data is strictly prohibited.

I understood that my relationship with Madison County Schools as an interpreter or translator is that of a volunteer, unless specified otherwise in a separate document signed by the school district and me.

I certify that I have read and understand the foregoing agreement.

 Interpreter/Translator Signature

 Date

APPENDIX F
DOCUMENTATION OF INSTRUCTIONAL ACCOMMODATIONS FOR
ENGLISH LEARNERS

Madison County Schools

Documentation of Instructional Accommodations for English Learners

Federal requirements mandate that districts take affirmative steps to open educational programs to national origin minority group students. Procedures for grading English Learners (ELs) must facilitate students' success in school and the school district must ensure that EL students are not being discriminated against in the assignment of grades due to a language barrier. **It is a violation of EL students' Civil Rights to retain them due to limited language proficiency.**

This means that while EL students must meet the same educational requirements as other students; these requirements must be presented in a manner appropriate for EL students' cultural and linguistic needs and in a time frame that facilitates their learning. **EL students should not receive a failing grade when they are progressing from English Language Proficiency LEVEL 1 – *Beginning* to LEVEL 3 – *Intermediate* without documentation showing evidence that the teachers and school consistently took affirmative steps to overcome the students' language barrier.**

Student: _____ **Teacher:** _____

Subject: _____ **Grade:** _____ **Date:** _____

The student's level of language acquisition/learning is _____ according to the LAS Links English Language Proficiency or LAS Links Placement Test (*Level 1 - Beginning* and *Level 3 – Intermediate*). **Student's current level is notated in SAM and updated annually. Check all that apply to student and attach all supporting documents:**

_____ The teacher has documentation of **SET meetings** (three or more by the end of the year) and/or has made meaningful contact with the **English as a Second Language (ESL) teacher** regularly throughout the year as well as contacted the **EL's parent** regarding his/her performance and/or progress. **Attach meeting notes with dates as well as notes made in SAM.**

_____ The student's Language Service Plan (LSP) shows the accommodations and modifications the student is receiving and it is updated annually and throughout the year as needed. Teacher(s), parent, and ESL teacher(s) have a copy of the most up to date LSP (can be found in CUM and ESL file). **Attach three samples of student assignments and/or assessments that note/show accommodations.**

_____ The teacher **can provide evidence through RtI** of ongoing conversations and interventions regarding any child being considered for retention. The frequency and duration of sessions, specific interventions used, as well as resultant data must be documented. **Attach progress monitoring reports.**

_____ The teacher has documentation showing little or no growth in academic areas of concern. **Attach student report card and additional progress monitoring reports** (Examples: I-Station reports and CASE test/data).

Teacher: _____ **Date:** _____

APPENDIX G

**TIPS, EL ACCOMMODATIONS, &
OTHER INSTRUCTIONAL STRATEGIES**

Madison County Schools
Tips, EL Accommodations, & Other Instructional Strategies

Classroom Instructional Modifications and Accommodations

Instructional strategies are the ways in which language and content are taught and the means through which student learning is achieved. Examples of instructional strategies include teaching students learning strategies, using scaffolding techniques, and promoting higher order thinking through tasks and Q&A.

An accommodation changes *how* a child is learning; for example, using a graphic organizer and/or visuals to retell a story. Accommodations must be used, but should only be used when a student truly needs them. True accommodations are those scaffolds provided specifically for that child to help him or her overcome a language barrier.

A modification changes *what* a child is learning; for example, using a lower level text to understand story structure. Modifications should be designed specifically to address language barriers, should only be used when the student is in the beginning stages of English Language Development and should be aligned directly to Language Service Plan (LSP) goals. Overuse of modifications can have a negative effect on academic achievement since the expectation is lowered.

Accommodations are allowable during **classroom assessments** as long as they are listed on the child's LSP and do not interfere with what the assessment is designed to measure. For example, allowing a student to have a computation chart for a math test would not be an allowable accommodation, but providing visuals, manipulatives, and vocabulary support like a word bank would be allowable. Any accommodations in testing must be reviewed by the SET and recorded on the LSP. For information about **accommodations for state tests**, please refer to (**Appendix H, page 52**).

Modifications during **classroom assessments** are also allowable in certain cases. Modifications on assessments should only be used for students in the beginning stages of English Language Development and should be aligned directly to LSP goals. Modified assessments should be used to assess progress in modified instruction and should measure growth or progress toward a goal. An allowable modification for an assessment of main idea may be a passage adapted to meet the child's linguistic proficiency level (lower reading level), but this modification would not be allowable if the assessment is measuring Oral Reading Fluency at grade level. **There are no allowable modifications to state or district assessments unless the student is receiving Special Education Services and they are indicated on a student's IEP (Individual Education Plan).**

The following is a broad list that provides teachers with strategies and accommodations divided into the essential features for teaching ELs. Bold print items on the list are critical and should be used in any classroom that has EL students in all content areas and grade levels. Regular print items on the list are more specific examples and may be more or less appropriate/useful depending on the grade level and language proficiency of the student. Modifications are listed at the end. In addition, this is not a comprehensive list of all strategies, accommodations, and modifications. Teachers will undoubtedly find other resources for teaching techniques to use with their EL students that provide quality instruction in the classroom.

Creating a Multicultural Classroom -- Valuing and Building Background:

1. Build on EL students' prior knowledge as often as possible –personal, cultural, and academic background. (Teachers need to get to know their students.)
2. Let the EL student be a resource and share information about his/her native country and language. An international corner is a touch of home for the student and an excellent cross-cultural experience for the entire class.
3. Provide opportunities to include families by asking a relative if they would like to come to class and share a song, dance, or story in his/her native language. Give an introduction in English and answer questions about it in English.
4. Ask the EL student to teach a game from his country.
5. Use brand names that the EL student already knows from TV commercials and other media advertising. Get placemats, brochures, and ads from stores and dealers. These can be used for a variety of language-learning experiences.
6. Take advantage of the EL student's love of TV and radio commercials. Take the language slogans from magazines or TV and use them to provide a successful experience for the English Learner.
7. Have an EL student translate a traditional folktale in English and write it in "My Book."

Lesson Planning and Delivery:

8. **Plan lessons with appropriate accommodations so that the student is constructively occupied in class.**
9. Use EL specialists as resource persons. The EL specialist can provide advice about EL materials, as well as primary materials that are readily adaptable for use with the second language student.

Board Approved: September 11, 2006; Revised and Board Approved September 17, 2012; Revised & Board Approved September 10, 2018

10. **Explain lesson objectives to EL student.** What information should he/she retain and how will he/she be expected to use it?
11. Write assignments with learning objectives, step-by-step instructions, and page numbers on the board.

Comprehensible Input – Making sure lessons are understood:

12. **Speak slowly and clearly. Modify the length and complexity of your sentences. Use linguistic modifications such as repetitions and pauses during speech.**
13. Be aware of idioms. They often need explanations since new language learners tend to interpret everything literally.
14. Be aware of vocabulary, which might seem contradictory and therefore need explanation, such as multiple meaning words.
15. Realize phonics may be difficult for ELs. It may take a long time for ELs to distinguish the various sounds in English that are not represented in his/her native language.
16. Do not ask, “Do you understand?” Instead, have the student demonstrate his/her comprehension by performing a task or explaining the directions in his own words.
17. Encourage the EL student to indicate when he does not understand you. Praise the student for doing this and try to reword what you are saying.
18. Do not be afraid to over-teach. Language learning requires repetition. Think how long it takes a toddler to be able to produce the language he has been hearing since infancy. Oral mastery should be primary, with reading and writing used to reinforce forms and vocabulary that have already been learned.
19. Realize that it may be necessary to give more information and in more detail for an EL student than for a native speaker.
20. **Use a variety of ways to communicate, including rewording what you want to say, drawing sketches and other visuals, using props, gestures, pantomime, body language, and writing basic words. Try to overcome any personal anxiety you might feel in not being understood.**
21. Adapt pictures and other language materials you already have. Teachers from the higher grades can borrow from elementary teachers (as long as the pictures match the age/interest level of the student).
22. Use sentence frames, sequence cards, strip stories, model clocks, etc. – materials that are already in school.

23. Record several simple instructions to allow English Learners to proceed at their own pace.
24. **Allow increased wait time to give the student time to formulate an answer.**
25. **Adapt materials by adding graphic organizers, pictures, charts, maps, timelines, diagrams, etc.**

Interaction:

26. **Use cooperative learning structures to promote peer-to-peer interaction.**
27. Encourage participation by telling the student a day in advance what you will ask him/her. Find out what the student knows and ask him/her about that or help him/her prepare an answer so he/she is confident of success. As confidence increases, the student should begin to participate more freely.
28. Realize your EL student may come from an educational system, which emphasized rote learning and discouraged analyzing and synthesizing data. It does not mean he/she cannot or does not think abstractly or make inferences. The student may just need help and encouragement developing these skills for an academic environment.
29. Do not be misled by the EL student's ability to use "social language." The student may be linguistically street-wise but a long way from competency in academic English.
30. **Remember that English may not be used in the home. Therefore, the EL student needs every opportunity to express himself/herself in English and may need assistance completing assignments in school.**
31. Make your new student feel a part of the group by assigning classroom responsibilities, (watering plants, feeding fish, etc.), from an early date.
32. Use a seating plan and/or photos of the class to help a new student learn the names of his/her classmates rapidly. A possible project is to circle an outline map of the world with these photos and draw a line from each child's photo to the country of his family's origin.
33. **Never discourage parents from speaking their native language with the child.**
34. **Encourage families to continue language and literacy development in the home language.**
35. Use flexible grouping. Do not put the EL student with poor readers all the time. Put the EL student with high achievers sometimes so that he/she will have good models.

36. Be sure the EL student can give personal information with confidence: name, age, address, phone number, parents' names, etc.

Strategies:

37. **Explicitly teach vocabulary needed for the lesson, including academic (content specific and process) and social vocabulary.**
38. Use simple children's games such as Bingo, Simon Says, etc. These are readily adaptable to language learning by the simple addition of a language component. (Make Bingo games for consonant and vowel sounds by cutting up workbook pictures.) Teach the EL student some commands and then let him/her lead the class in Simon Says.
39. Use digital content to back up content area instruction. The EL student can be given the responsibility for making maps, models, drawing and collecting pictures, etc. in social studies.
40. Make use of music, nursery rhymes, and stories that involve repetition and humor. Ask your music teacher for help.
41. Ask ELs to draw a picture, any picture, and talk about it.
42. Have ELs to keep notebooks or scrapbooks, a "My Book." Let the student draw or cut out and paste in any pictures he/she likes. Then help the student (or ask a peer to help the student) to identify and then label items in the pictures.
43. Let ELs to write their own dictionaries, using pictures, cartoons, captions, and/or titles. Leave ample space for new words from new units: food, clothing, parts of the body, money, furniture, and classroom objects.
44. Have ELs to call each other and ask a specific question. A teacher or peer can call the students at home (*parent permission/notification prior to assignment*).
45. Have ELs to call a toy store and ask the price of a particular toy.
46. Have ELs to interview other students or staff. Interviews may be recorded for student playback.
47. Have the more advanced ELs to conduct a poll (with specific directions) by asking certain questions of his/her peers (American students) and then forming some conclusions. This is good for comparison, contrast, gathering and organizing material, and making conclusions. The result could also include graphs, charts, and narrative reports.

48. Copy the lyrics of a current popular song and have the EL student memorize them. Underline new vocabulary or structures and explain (by using simpler vocabulary and structures) the meanings to the EL student. This can be a partner activity.
49. Play “Bingo.” It is a good game for teaching listening comprehension, vocabulary, and numerals. This can be a cooperative learning activity.
50. Play “Concentration.” with picture vocabulary cards. Each time a student turns a card over (whether it is a match or not); he/she must say something about the card.
51. Use subject areas such as math and science to help teach English. Manipulation of play money offers excellent language possibilities. Simple science experiments, where what is visible reinforces what is being verbalized, can be used. Use an integrated approach: subject matter **AND** English language skills.
52. Make a list of activities you expect the EL student to complete in a specified time. Restrict the content in these activities, but make up a variety of activities (speaking, listening, reading exercises, watching video clips, and writing) on the same topic. You might want to include vocabulary exercises or interpretations of visual materials. This assignment should be limited in time and activities in the beginning and should grow in length as the student’s fluency and skills expand.
53. **Provide interactive learning opportunities with frequent comprehension checks.**
54. Provide a model of the finished assignment and provide clear instructions for all tasks.
55. **Explicitly teach learning strategies and how and when to use them. (Ex. self-monitoring reading comprehension, predicting outcomes, drawing conclusions).**
56. Focus on central concepts rather than on details by using the thematic approach.
57. Develop reading strategies such as mapping and writing to develop thinking.
58. **Use activities that include all four domains of language (Speaking, listening, reading, and writing) in every lesson.**
59. Assign ELs a classroom buddy.
60. Allow ELs to write notes and translations of the textbook using sticky notes.
61. Allow ELs to use word-to-word dictionaries on all assignments.

- 62. **Use open-ended questioning strategies that promote higher order thinking and ask students to extend their answers to promote more complex oral language use.** (Ex. Great idea, what made you think of that? You are right, how did you know? Tell me more about it).
- 63. **Use problem-solving tasks with appropriate language scaffolds to promote higher order thinking.**

Review and Assessment:

- 64. **Use ongoing formative assessments to monitor student progress and effectiveness of lessons. Make the necessary adjustments to lessons as needed.**
- 65. Explain what you mean by a quiz and a test.
- 66. Allow ELs to use a word-to-word dictionary for all tests.
- 67. **Provide multiple opportunities for ELs to review material that will be tested. Allow students to review with partners. Ensure that practice test formats are similar or the same as the test format.**
- 68. Avoid timed tests. The EL student may know the information but require more time to express it in English.
- 69. **Allow the student to have extra time for taking tests** (and for completing assignments, if the student will benefit by having the extra time).
- 70. Allow ELs to take tests with the ESL teacher.
- 71. Evaluate the student's placement periodically. The student may need to start in a lower group but be able to move rapidly through levels.
- 72. Use formal progress monitoring to track student growth.

Modifications:

- 73. Assign the student comparable content material at a lower reading level, if needed.
- 74. Read the test to the student if it will be beneficial to the student (ex. math word problems).

- 75. Adjust the length of assignments/tests, if it is warranted.
- 76. Allow the student to demonstrate proficiency without requiring a written evaluation, if needed. For example, use a portfolio of performance based tasks to show the student understands of concepts through actions or pictures.
- 77. Scribe student's oral answers for written response test questions.
- 78. Grade written responses based on correctness of content and not on conventions of grammar.

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

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

(Echevarria, J., Short, D. & Vogt, M., 2013).

APPENDIX H
GUIDING PRINCIPLES FOR ACCOMMODATIONS

GUIDING PRINCIPLES FOR ACCOMMODATIONS

To the extent possible, and when appropriate, ELs should be administered the state tests under standard conditions.

1. The accommodations that are to be used during regular classroom instruction and assessments are to be discussed, finalized, and documented prior to use during a state-mandated test administration. Some accommodations that may be used routinely in the classroom may not be allowable for statewide tests. Test results of students who use non-allowable accommodations are invalid and must be excluded from summary statistics.

2. Decisions about which accommodations to use should be made on an individual student basis. No accommodations should be provided unless necessary, and the fewest possible accommodations should be given. Accommodations should be chosen by first reviewing the approved list of accommodations (English Learner Testing Accommodation Chart). If a student is provided accommodations during instruction and classroom assessments that are not allowable, the student may be put at a disadvantage when the student participates in state assessments. Students tested with non-allowable accommodations will be considered not tested for accountability purposes.

3. The following are guiding principles for accommodations used during state-mandated test administrations:

- A. Do not assume that every EL needs assessment accommodations. Accommodations used for assessments should parallel accommodations used in instruction.
- B. Accommodations should respond to the needs of the individual student and not be because the student is an English Learner. The fact that ELs may tend to need the same or similar kinds of accommodations, is not a sound basis for making individual accommodation decisions.
- C. Be respectful of the student's cultural and ethnic background. When suggesting an accommodation, make sure the student and his or her family is comfortable with it. When working with a student who has limited English proficiency, consider whether the assessment should be explained to the student in his or her native language or other mode of communication unless doing so is not feasible.
- D. Integrate assessment accommodations into classroom instruction. Never introduce an unfamiliar accommodation to a student during a statewide assessment. Preferably, the student should use the accommodation as a part of regular instruction. At the very least, the student should have ample time to learn and practice using the accommodation prior to the assessment.
- E. Know what accommodations have been approved by the state for statewide assessments or by the LEA for district-wide assessments. Generally, there are different documentation procedures depending on whether the accommodation is or is

- not found on the state-approved/district-approved list. Practitioners and families should consider the state laws and district policies.
- F. Plan early for accommodations. Begin consideration of assessment accommodations long before the student will use them so that he or she has sufficient opportunity to learn and feel comfortable with the accommodation(s).
 - G. Include students in decision-making. Whenever possible, involve the student in determining an appropriate accommodation. Find out whether the student perceives a need for the accommodation and whether he or she is willing to use it. If a student does not want to use an accommodation (e.g., it is embarrassing or it is too cumbersome to use), the student probably will not use it.
 - H. Understand the purpose of the assessment. Select only those accommodations that do not interfere with the intent of the test. For example, if the test measures calculations, a calculator would provide the student with an unfair advantage. However, if the math test measures problem-solving ability, a calculator may be appropriate. Similarly, reading a test to a student would not present an unfair advantage unless the test measures reading ability.
 - I. Request only those accommodations that are truly needed. Too many accommodations may overload the student and prove detrimental. When suggesting more than one accommodation, make sure the accommodations are compatible (i.e., do not interfere with each other or cause an undue burden on the student).
 - J. Determine if the selected accommodation requires another accommodation. Some accommodations—such as having a test read aloud—may prove distracting for other students and therefore may require a setting accommodation.
 - K. Provide practice opportunities for the student. Many standardized test formats are very different from teacher-made tests and this difference may pose problems for students. Most tests have sample tests or practice versions. While reviewing the actual test with the student is prohibited and unlawful, practice tests are designed for this purpose. Teach students test-taking tips, such as knowing how much time is allotted and pacing oneself so as not to spend too much time on one item. Orient students to the test format or types of questions.
 - L. Remember that accommodations in test taking will not necessarily eliminate frustration for the student. Accommodations allow a student to demonstrate what he or she knows and can do. They are provided to meet a student's language-related needs, not to give anyone an unfair advantage. Thus, accommodations will not in themselves guarantee a good score for a student or reduce test anxiety or other emotional reactions to the testing situation. Accommodations are intended to level the playing field.

4. Questions to ask about accommodations:

- A. Does the accommodation interfere with what the test is designed to measure?
- B. Does the accommodation provide the answer to the student?

If the answer to either of the above questions is **yes**, then it is not an allowable accommodation.

Determining the Need for Accommodations

The need for accommodations must be based on the following guidelines:

1. Students may take all tests with accommodations as necessary to participate in an applicable assessment program. The necessary accommodations provided for each student must be recommended by the student's teacher(s) and authorized by the school principal, ESL coordinator, and the district test coordinator.
2. Students exiting with regular high school diplomas must pass the four subject area tests utilizing only allowable accommodations.
3. Students who are considered vocational completers must take the MS-CPAS. Allowable accommodations may be provided for each of the MS-CPAS tests.

Documentation of Decisions

1. The English Learner's ESL teacher must document the specific accommodations needed by the student on the EL Testing Accommodation Chart. The EL's ESL teacher must sign and date each form. These forms are to be maintained on file in the district.
2. Documentation of accommodation decisions must be completed for each applicable test, and it must be maintained on file in the district. The district ESL coordinator must forward appropriate documentation to the district test coordinator, who must assign responsibility for and coding of student answer documents.
3. Documentation to support all decisions regarding the need for accommodations and the types of accommodations needed by each student must be completed by the designated personnel and in accordance with these guidelines. Each district should have a process for documenting decisions regarding ELs.
4. An organized plan for providing testing accommodations needed at each school is required. It is imperative that the district test coordinator and the district ESL coordinator work collaboratively to continuously evaluate and monitor student participation in the Mississippi Statewide Assessment System.

English Learner Testing Accommodation Chart

ACCOMMODATION #	ACCOMMODATION
<i>Choose Only One</i>	
23	Extended time through the end of the day.
24	Administer the test over several sessions, specifying the duration of each session (testing must be completed within testing window).
25	Administer the test over several sessions, specifying the duration of each session (testing must be completed within testing window) not allowable for speaking component of the LAS Links test for ELs.
40	Large print (paper/pencil version).
<i>Choose Only One</i>	
53	Read test directions (but NOT test items) to student, or group repeating and/or paraphrasing directions if needed. All 3 rd grade with read aloud for MAAP ELA.
55	Read test directions and test items (questions and answer choices) to individual students or the group – repeating directions/items but NOT paraphrasing. <u>Not allowed on the 3rd grade Reading Summative MAAP ELA assessment.</u> <i>This option is compatible with the text-to-speech/screen reader feature allowing students to use headphones through which the test is read to students.</i>
58	Read test directions and test items (questions and answer choices) to individual students or the group – repeating directions/items, and paraphrasing directions only if needed. <u>Not allowed on the 3rd grade Reading Summative MAAP ELA assessment.</u> <i>This option requires a human reader.</i>
81	Native language <u>Word-to-Word</u> dictionaries for EL students (i.e. dictionaries that translate English words into the native language – no definitions are given in either language.)

APPENDIX I
ESL DISTRICT PROGRAM EVALUATION FORM

Madison County Schools ESL District Program Evaluation Form

This guide provides the district with a comprehensive overview of its practices and procedures for English Learners.

Data reference from _____ - _____ school year.

Identification	Yes	No
1. The district has a procedure to identify all students who have a primary or home language other than English.		
2. District staff is knowledgeable of the procedures for identifying students who have a primary language other than English.		
3. School district/staff works directly with parents and students in the identification process.		
4. Documentation regarding each student's primary or home language is in student files.		
Assessment and Evaluation		
1. The district assesses annually the English language proficiency of all students identified as having a primary or home language other than English in the four domains of reading, writing, speaking/oral, and listening)		
2. The district administers the state recommended English language proficiency assessments.		
3. The district has developed procedures for the validity and effectiveness of informal assessments, if used.		
4. The district has determined the English language proficiency level of students.		
5. The district assesses English Learners' academic skill in relation to grade or age level.		
6. The district has established qualifications for those who administer language assessments.		
Program		
1. Resources are available for ELs at each grade level.		
2. There are no substantial delays in placing English Learners into an appropriate program (no more than 30 days following identification at the beginning of the school year and no more than 10 days during the school year.)		
3. There is coordination of curriculum between ESL teachers and teachers in the regular content areas.		
4. Instructional materials are adequate to meet language and academic needs of English Learners.		
5. The district has a system to evaluate and monitor the success of the language program.		
Staff	Yes	No
1. The district has established qualifications for teachers who teach ELs.		

2. The district has established qualifications for aides and paraprofessionals who work with ELs.		
3. The district has ESL teachers with the ESL endorsement (177) to teach English as a Second Language.		
4. The district provides high quality professional development to classroom teachers and other district personnel who work with English Learners.		
5. The district provides training for interpreters and translators.		
6. Professional development activities are designed to improve instruction and assessment for ELs and are of sufficient intensity to have a lasting impact on teacher's performance.		
7. Teachers of English Learners are fluent in English.		
8. The district provides trained assessment administrators to evaluate and interpret the results of assessments used with English Learners.		
Exit Criteria		
1. The district has established exit criteria as outlined by with the Mississippi Department of Education.		
2. The district monitors the progress of the exited English Learners for four (4) years following exit.		
3. The district has procedures in place for exited English Learners who are experiencing academic difficulties in the regular program to re-enter language services (per a reassessment for placement).		
4. Achievements, honors, awards, and other special recognition rates for English Learners are similar to those of their peers.		
Program Evaluation	Yes	No
1. The district conducts an annual evaluation of its program to determine its effectiveness.		
2. The district disaggregates EL data by:		
Grade retention		
Graduation rate		
Suspension rate		
Dropout rates		
Gender – Female / Male		
English proficiency level		
Grade Point Average:		
State Assessment Results		
ELs in the district		
ELs who have exited the program in the past four years		
Long-term English Learners		
3. The quality of facilities and services available for English Learners are comparable to those available to all other students.		
4. The quality and quantity of instructional materials in the program available for English Learners are comparable to those available to all other students.		
5. English Learners have access to the full school curriculum simultaneously while they participate in the ESL instructional program for language acquisition.		

6. English Learners have access to special classes such as PE, music, the arts and other extra-curricular activities.		
7. The ESL program provides for:		
- file and record reviews		
- staff interviews and surveys		
- input from parents, student surveys, or focus group meetings		
- grievances or complaints made to the district regarding program implementation or service delivery		
Notice to Parents	Yes	No
1. The district communicates with parents/guardians of students with a primary home language other than English in native languages as needed.		
2. Parents are notified no later than 30 days after the beginning of the school year of their child's identification and placement for participation in the ESL instructional program. In the placement notification, parents are notified of their rights to refuse services.		
3. The district uses interpreters or translators to assist in communicating with parents/guardians who do not speak English.		

Office of Federal Programs

Completed by _____

Date _____

APPENDIX J
ESL COMPLIANCE MONITORING CHECKLIST

Madison County Schools
ESL COMPLIANCE MONITORING CHECKLIST

SCHOOL _____ Date _____

	YES	NO
Copies of the district's ESL Guidelines are available to personnel in key locations throughout the school district.	_____	_____

IDENTIFICATION

The school has a Home Language Survey completed and on file for each student enrolled.	_____	_____
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ENROLLMENT

1. School personnel <u>do not require</u> a Social Security Card for enrollment. If a student does not have a SSC, the school assigns a number.	_____	_____
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IF THERE ARE EL STUDENTS IDENTIFIED AT THIS SCHOOL, CONTINUE RESPONDING. IF NOT, SIGN AND RETURN FORM.

ASSESSMENT

1. The school has assessed identified EL students to determine those who need English as a Second Language instruction.	_____	_____
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PLACEMENT

1. The school ensures age-appropriate grade level placement and prohibits retention or failure based solely on lack of English language skills.	_____	_____
2. The school's regular program teachers are modifying instruction and testing to accommodate each EL student's language ability level.	_____	_____
3. The school evaluates each EL student individually to determine the quantity of EL and academic support necessary for the student to succeed.	_____	_____

SERVICES

1. The school maintains regularly scheduled language instruction for EL students.	_____	_____
2. The principal ensures that teachers are providing accommodations and modifications for EL students in the content area.	_____	_____

COMMUNICATION

1. The school communicates with parents of EL students concerning important school information in a language they can understand.	_____	_____
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Principal's Signature _____ Date _____

APPENDIX K

GLOSSARY

Madison County Schools Glossary

As of 2018, the Mississippi Department of Education adopted federal terms related to services for English Learners in Mississippi public schools.

Common Acronyms

ACCESS	Assessing Comprehension and Communication in English State-to-State
AMAO	Annual Measureable Achievement Objectives
BICS	Basic Interpersonal Communicative Skills
CALP	Cognitive Academic Language Proficiency
CRT	Criterion-referenced Test
EEOA	Equal Educational Opportunities Act
ELD	English Language Development
EL	English Learner
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
FEP	Fluent (or fully) English Proficient
IEP	Individualized Education Plan (or Program)
LAD	Language Acquisition Device
LEA	Local Education Agency; school district
LEP	Limited English Proficient
MAAP	Mississippi Academic Assessment Program
MDE	Mississippi Department of Education
MPI	Model Performance Indicators
NCELA	National Clearinghouse for English Language Acquisition
NCLB	No Child Left Behind Act of 2001

Board Approved: September 11, 2006; Revised and Board Approved September 17, 2012; Revised & Board Approved September 10, 2018

NEP	Non-English Proficient
NRT	Norm-referenced Test
OCR	Office for Civil Rights
OELA	Office of English Language Acquisition
RtI	Response to Intervention
SEA	State Education Agency
SET	Student Evaluation Team
TPR	Total Physical Response
USDOE	United States Department of Education

Common Terms

Academy Language Proficiency: The use of language in acquiring academic content in formal schooling contexts, including specialized or technical language and discourse related to each content area.

Accommodation: Adapting language (spoken or written) to make it more understandable to second language learners. In assessment, accommodations may be made to the presentation, response method, setting, or timing/scheduling of the assessment.

Additive Model/Common Underlying Proficiency: A theory that both acquisition of first and second languages can contribute to underlying language proficiency. Experiences with both languages, according to Jim Cummins, promote the development of the proficiency underlying both languages.

Affective Filter: The affective filter is a screen of emotion that can block language acquisition or learning. A high affective filter keeps the users from learning by being too embarrassed or too self-conscious to take risks during communicative exchanges.

Annual Measureable Achievement Objectives (AMAOs): Mandated by No Child Left Behind, Title III, to demonstrate student progress in acquiring the English language. Language progress is measured and reported to the federal government. Districts not making appropriate progress are subject to sanctions.

Audio-lingual Method (Skinner, Lado and others): Non-communicative approach to the teaching of language that involves heavy use of mimicry, imitation and drill.

Basic Interpersonal Communication Skills (BICS): The language ability required for face-to-face communication where linguistic interactions are embedded in a situational context.

Bicultural: Identifying with the cultures of two different language groups. To be bicultural is not necessarily the same as being bilingual, and vice-versa (Baker, 2000).

Bilingual Education: An educational program in which two languages are used to provide content matter instruction. As with the term bilingualism, bilingual education is "a simple label for a complex phenomenon." An important distinction is between those programs that use and promote two languages and those where bilingual children are present, but bilingualism is not fostered in the curriculum (Baker & Jones, 1998).

Bilingual Education Act: Enacted in Congress in 1968 as Title VII of the Elementary and Secondary Education Act (ESEA) of 1965 as amended. It established a discretionary competitive grant program to fund bilingual education programs for economically disadvantaged language minority students, in recognition of the unique educational disadvantages faced by non-English speaking students. The Act was reauthorized in 1974, 1978, 1984, 1988, 1994, and 2001. Each reauthorization brought changes in the types of bilingual education programs that could receive federal grants (Crawford, 1995; Baker, 2001). Under the No Child Left Behind Act of 2001, former Title VII programs are now subsumed under Title III: Language Instruction for Limited English Proficient and Immigrant Students.

Bilingualism: Defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual. One approach is to recognize various categories of bilingualism such as bilingual ability through the determination of bilingual proficiency that includes consideration of the four language dimensions: listening, speaking, reading, and writing.

Biliteracy: The ability to effectively communicate or understand thoughts and ideas through two languages' grammatical systems and vocabulary, using their written symbols.

Carnegie Unit: A standard measure of high school work indicating the minimum amount of time that instruction in a subject has been provided. Awarding of one Carnegie unit indicates that a minimum of 140 hours of instruction has been provided in regular and laboratory classes over a school year.

Castaneda v. Pickard: On June 23, 1981, the Fifth Circuit Court issued a decision that is the seminal post Lau decision concerning education of language minority students. The case established a three-part test to evaluate the adequacy of a district's program for ELL students: (1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy; (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and (3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome? [648 F.2d 989 (5th Cir. 1981)].

Cognitive Academic Language Learning Approach (CALLA): Instructional approach that provides explicit teaching of learning strategies within academic subject areas. Strategies are divided into three major characteristics: meta cognitive (planning, self-monitoring, classifying, etc.), cognitive (note taking, summarizing, making inferences, etc.), and social-affective (asking questions, cooperative learning, peer tutoring, etc.).

Cognitive Academic Language Proficiency (CALP): The language ability required for academic achievement in a context-reduced environment such as classroom lectures and textbook reading assignments. The type of abstract language needed for academic success. This may take from five to seven years to develop.

Communicative Approaches: Teaching approach where negotiation for meaning is critical.

Comprehensible Input: Input + 1: Instruction that is just above the student's ability; instructional level.

Cultural Diversity: Understanding that students come from a variety of ethnic, geographic, economic and religious backgrounds and how these diverse cultural and/or academic backgrounds influence the instructional process.

Culture Shock Cycle: Euphoria, during this initial phase the student will experience a period of excitement over the newness of the surroundings. *Culture shock* refers to the symptoms ranging from mild irritability to deep psychological panic and crisis. *Anomie*, a stage of gradual, tentative and vacillating recovery. Some problems of the acculturation process are solved while others linger. Individuals become more empathic with other persons in the second culture and more accepting of the new surroundings. It is also described as homelessness in that individuals do not feel bound to the native culture nor fully adapted to the second one. *Assimilation*, this stage represents near or full recovery as shown by acceptance of the new culture and self-confidence in the "new" person who has developed in the new culture.

Dominant Language: The language with which the speaker has greater proficiency and/or uses most often.

English as a Foreign Language (EFL): An educational approach in which non-native English speaking students are learning English but do not reside in a country where English is a primary language.

English as a Second Language (ESL): An educational approach in which English Learners are instructed in the use of the English Language. Instruction is based on special curricula that typically involve little or no use of the native language and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classes, an immersion program, or a bilingual program.

English Learner (EL): Anyone whose native language is not English, but who is in the process of learning English and who may benefit from various types of language support programs. This term is used mainly in the U.S. to describe K-12 students who are English Learners.

According to ESSA of 2015, an English language learner is an individual:

(A) who -

- is aged 3 through 21;
- 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
- is a Native American or Alaska 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 such individual's level of English language proficiency; or
- is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; **and**

(B) 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.

Equal Education Opportunities Act of 1974: This civil rights statute prohibits states from denying equal educational opportunity to an individual because of his or her race, color, sex, or national origin. The statute specifically prohibits states from denying equal educational opportunity by the failure of an

educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. [20 U.S.C. §1203(f)].

Gifted Program: Special program for academically talented students.

Grammar Translation Method: A non-communicative approach that relies heavily on reading and translation, mastery of grammatical rules and accurate writing.

Home Language Survey (HLS): Form completed by parents/guardians that gives information about a student's language background. Must be on file for every EL student and other students.

Immersion: A general term for an ESL teaching approach that does not use the student's native language.

Immigrant Child: According to Title III of the No Child Left Behind Act of 2001, an immigrant child is an individual who:

- (A) is aged 3 through 21;
- (B) was not born in any State; and
- (C) has not been attending one or more schools in anyone or more States for more than three (3) full academic years.

Informed Parental Consent: The permission of a parent to enroll their child in an ESL program, or the refusal to allow their child to enroll in such a program, after the parent is provided effective notice of the educational options and the district's educational recommendation.

Interpreter: A person who translates orally from one language to another.

Interventions: All students are entitled to appropriate instructional interventions. Interventions may include alternative strategies and assessments and additional time to learn the curriculum. Interventions provide additional opportunities for students to master the curriculum. They differ from modifications since interventions do not include changing or deleting objectives in the curriculum. ESL classes are appropriate instructional interventions for ELs. Core content courses delivered through a sheltered approach are also appropriate interventions for ELs.

Itinerant Teacher: A teacher who travels between schools to serve students at those schools.

L1: The first language that a person acquires; also referred to as the native language.

L2: The second language that a person acquires.

Language Acquisition Device (LAD): The hypothesized "device" in the brain that allows humans to acquire language.

Language Acquisition Theory (Krashen and others): Theory in which the acquisition and learning of the L2 are viewed as two separate processes. Learning is to know about a language and acquisition is the language that is used in real conversation. This theory embodies the following hypotheses: 1) natural order; natural progression of language development; 2) monitor;

an innate error detecting mechanism that scans utterances for accuracy in order to make corrections; 3) comprehensible input, as defined earlier; and 4) affective filter, as defined earlier.

Language Domains: The four main subdivisions of language: listening, speaking, reading and writing.

Language Instruction Educational Program: According to Title III of the No Child Left Behind Act of 2001, language instruction educational program means an instruction course: (A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards; and (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

Language Majority Speaker: An individual who speaks the primary language of the country in which he or she resides. For example, a person whose first language is English and lives in the United State is referred to as a language majority speaker.

Language Minority Speaker: A person who speaks a language other than English as the first, home, or dominant language. English Learners are a subset of all language minority students. For example, a person living in the United States whose first language is not English is referred to as a language minority speaker.

Language Proficiency: Refers to the degree to which the student exhibits control over the use of language, including the measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary, and semantics and including the areas of pragmatics or language use within various domains or social circumstances. Proficiency in a language is judged independently and does not imply a lack of proficiency in another language.

Language Service Plan: An individual plan detailing the English language services that will be received by the EL student. The plan should be updated annually until the student exits EL status. Plans are developed by Student Evaluation Teams, which should include, at the minimum, an ESL teacher, a general education teacher, a school administrator and a parent representative. The team should meet quarterly.

Lau Categories A-E - Lau categories are still used by some schools and districts to identify students for instructional services and funding. Policy guidelines known as Lau Remedies (*that were ultimately withdrawn by the U. S. Department of Education*) offer direction to assist school districts on the education of EL students based on the ruling in the Lau v. Nichols lawsuit. The Lau categories are:

Lau A - the student comprehends or speaks a language other than English and does not speak English.

Lau B - The student comprehends or speaks some English, but whose predominant comprehension and speech is in a language other than English.

Lau C - The student comprehends or speaks English and one or more other languages and whose dominant language is difficult to determine. Lau C students may be bilingual with equal skills in both languages.

Lau D - The student comprehends or speaks mostly English and another language.

Lau E - The student speaks and understands only English.

Lau v. Nichols: Class action suit brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. In 1974, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking Chinese students in the district. [414 U.S. 563 (1974)]

Limited English Proficient (LEP): The term used by the U.S. Department of Education to identify those students who have insufficient English to succeed in English-only classrooms. LEP refers to students who are limited in their ability to speak, read, comprehend, or write English proficiently as determined by objective assessments.

Linguistic Complexity: The amount and quality of speech or writing for a given situation.

Maintenance Bilingual Education Program: Bilingual program whose goal is to maintain English Learner's native language and culture. Students are encouraged to be proficient in English and their native tongue.

May 25 Memorandum: To clarify a school district's responsibilities with respect to national-origin-minority children, the U.S. Department of Health, Education, and Welfare, on May 25, 1970, issued a policy statement stating, in part, that "where inability to speak and understand the English language excludes national-origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open the instructional program to the students."

Migrant Child: Migratory child means a child who is, or whose parent, spouse or guardian is, a migratory agricultural worker or migratory fisher and who, in the preceding thirty-six (36) months, has moved from one school district to another to obtain or accompany such parent, spouse, or guardian in order to obtain temporary or seasonal employment in the agricultural or fishing industry as a principal means of livelihood.

Model Performance Indicators (MPIs): The term "model performance indicator" (MPI) refers to a single cell within the standards' matrices that describes a specific level of English language proficiency for a particular language domain (listening, speaking, reading, and writing).

Native Language: The first language learned in the home, or the home language. Often, it continues to be the students' stronger language in terms of competence and function.

Natural Approach (Terrell and Krashen): Communicative approach that 1) takes into account the natural progression in the development of language; 2) uses comprehensible input; 3) stresses low affective filter; and 4) uses meaningful, authentic communication activities.

No Child Left Behind Act of 2001 (NCLB): Sets broad and in depth accountability requirements for English language learners.

Noam Chomsky: Pioneered theory of the existence of a "Language Acquisition Device (LAD)" that generates rules through the unconscious acquisition of grammar.

Non-English Proficient (NEP): This term describes students who are just beginning to learn English. They are also considered EL, but at the lowest end of the proficiency scale.

Office for Civil Rights (OCR): The Office of Civil Rights of the U.S. Department of Education is responsible for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, national origin, disability, sex, or age for participation in programs and activities that receive federal financial assistance.

Paraprofessional: An individual who is employed in a preschool, elementary school, or secondary school under the supervision of a licensed teacher, including individuals employed in language instruction educational programs, special education, and migrant education.

Parent Engagement: Any program or activity that encourages parents to become engaged in their child's education; for example, conferences, volunteering, helping the child with homework, attending workshops on parenting.

Phase or Stage: Periods of language development that are typically used in discussion of language ability instead of ages to refer to a child's progress in second language development.

Primary Language: The language of most benefit in learning new and difficult information.

Pullout: A program model in which a teacher, paraprofessional or tutor pulls students from their classes for small group or individual work. Also, a paraprofessional or tutor may serve students in a small group within the regular classroom setting.

Realia: Real-life objects used for supporting language development.

Response to Intervention (RtI): Response to Intervention (RtI) is a system used at each school to screen, assess, identify, plan for, and provide interventions to any student at risk of school failure due to academic or behavior needs.

Scaffolding: Building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage and language control through the use of supports.

Segment: Another word for an instructional period. For ESL program purposes, a segment may be as little as forty-five (45) minutes in grades K-3; fifty (50) minutes in grades 4-8; or fifty-five to ninety (55-90) minutes in grades 9-12.

Sheltered Courses: High school content courses (usually social studies, science, math, or English literature/language arts) in which the instruction and assessments are tailored to the proficiency level of ELs.

Sheltered Instruction: A sheltered delivery model is defined as one in which teachers incorporate second language acquisition principles with traditional teaching methodologies to increase the comprehension of the content being taught.

Sheltered/Structured English Immersion Teacher: Is a teacher who has received a minimum of 32 hours of SIOP training in instructional strategies for English Learners. On site coaching and consulting is also provided as a part of the on-going professional development support.

Student Evaluation Team (SET): A group of educators who meet to discuss possible interventions for students experiencing difficulty in school.

Supplementary Assessment: An assessment that is different from a traditional paper-and-pencil test. This type of assessment usually examine how well a student can perform a real-life or hands-on task.

Syntax: The study of the sentence patterns of a language and the rules that govern the correctness of the sentence.

Teachers of English to Speakers of Other Languages (TESOL): This is an international professional organization for linguistics and language acquisition professionals.

Teachers of English to Speakers of Other Languages (TESOL) Pre-K through 12 English Language Proficiency Standards: The set of standards aligned to the LAS Links assessment, which is used to identify and monitor the progress of EL students in Mississippi. These standards should be used to guide and inform instruction by both ESL and general education teachers.

Title I: Title I of the No Child Left Behind Act of 2001 supports programs to assist economically disadvantaged students and students at-risk of not meeting educational standards. The reauthorized Title I makes it clear that EL students are eligible for services on the same basis as other students.

Title III: Title III of the No Child Left Behind Act of 2001 ensures that EL students, including immigrant children and youth, develop English proficiency and meet the same academic content

and academic achievement standards that other children are expected to meet. Title III effectively establishes national policy by acknowledging the needs of EL students and their families.

Total Physical Response (TPR): Communicative approach where students respond with actions, not words first. Instruction is accomplished through the use of commands.

Translator: A person (or computer program or application) that translates written documents from one language to another. This term is used simultaneously with the term **interpreter**, however, an interpreter is someone who translates oral language as opposed to written language.

Waiver: Official document needed for parents who decline the services of the language instruction educational program while the student is considered EL. In these cases, a waiver is required. The waiver must state that students are held accountable for meeting all grade level expectations regarding Mississippi curriculum and state mandated standardized testing.

Whole Language: An approach to the teaching of language based on the belief that language is not learned as separate skills and pieces, but is learned as a body of knowledge. Whole language instruction is based on literature and includes reading, listening, speaking, and writing.

APPENDIX L
MISSISSIPPI HOME LANGUAGE CODES

MISSISSIPPI HOME LANGUAGE CODES

OLD CODES	NEW CODES	LANGUAGE
AFR	AFR	Afrikaans
ARA	ARA	Arabic
BEN	BEN	Bengali
BUL	BUL	Bulgarian
CAM		Cambodian
CAN		Cantonese
CBO	CEB	Cebuano
CHN	CHI	Chinese
CTW	CHO	Choctaw
CRE	CPE/CRP	Creole
CZE	CZE/CES	Czech
DKA	DIN	Dinka
EWE	EWE	Ewe
FAR		Farsi
FPN	FIL	Filipino
FIN	FIN	Finnish
FZU		Fou Zhou
FRE	FRE	French
FJN	FIJ	Fljian
FKN		Fukeenese
FLN		Fulani
GRM	GER	German
GSR		Guesrath
GRT	GUJ	Gujarati
HDY		Hadiya
HAR		Harri
HIN	HIN	Hindi
IND	IND	Indonesian
JAM		Jamaica
JPN	JPN	Japanese
KND	KAN	Kannada
KSW		Kaswahili
KMR		Kmer
KOR	KOR	Korean
LAO		Laotian
LVN	LAV	Latvian
MLA	MAL	Malayalam
MDN		Mandarin
MDK		Mandinka

Board Approved: September 11, 2006; Revised and Board Approved September 17, 2012; Revised & Board Approved September 10, 2018

MAR	MAR	Marathi
MSL	MAH	Marshallese
MYN	MYN	Mayan
MEN		Mien
MXT		Mixteco
NAV	NAV	Navajo
NPL	NEP	Nepali
PKS		Pakistani
PRS	PER	Persian
PLN		Plauian
PLH	POL	Polish
PTG	POR	Portugese
PNJ	PAN	Punjabi
RMN	RUM/RON	Romanian
RUS	RUS	Russian
SHL	SIN	Sinhala
SLO	SLO	Slovak
SPN	SPA	Spanish
SWA	SWA	Swahili
TAG	TGL	Tagalog
TWN	TAI	Taiwanese
TML	TAM	Tamil
TLG	TEL	Telugu
THA	THA	Thai
TNG		Tongon
TUR	TUR	Turkish
UKR	UKR	Ukranian
URD	URD	Urdu
VSY		Visayan
VTM	VIE	Vietnamese

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