

Tupelo Public School District

Program Plan for **English as a Second Language**

July 2012

INTRODUCTION

It is the goal of Tupelo Public Schools to provide all students with an excellent and equitable education. In pursuit of this goal the district has a history of making positive changes in serving English Language Learners in our schools. Since the fall of 1998, Tery J. Medina, National Origin coordinator from the Southeastern Equity Center has been providing on-site consultation sessions for TPSD. The purpose of these sessions were to inform TPSD of the legal obligation to have a written program plan outlining the services and procedures for serving the English Language Learners in their respective schools and to provide information on what should be included in the plan. Tery Medina provided leadership to an ESL Committee representing a cross-section of the school district to revise the District plan to comply with expectations of the Office for Civil Rights. Efforts were made to include administrators, teachers, guidance counselors, and central office personnel.

This 2009 plan was implemented and used during the school years that followed. In June of 2012, another ESL District Committee was formed to review, revise, and update to address any changes in both state and federal guidelines and in the needs of the Tupelo community.

In summary, the revision process has been a collaborative effort which resulted in valuable input from a variety of stakeholders. Many thanks to the members of the ESL Committee and all others who contributed to the ESL program plan revision.

TUPELO PUBLIC SCHOOL DISTRICT Administrative Leaders

Dr. Gearl Loden
Dr. Matt Dillon
Diana Ezell
Kimberly Britton
Dale Warriner
Lea Johnson

Superintendent
Asst. Superintendent
Asst. Superintendent
Asst. Superintendent
Director of Federal Programs
District Test Coordinator

ESL SCHOOL and DISTRICT REPRESENTATIVES

Ruth Baker
Lindsay Brett
Rosa Rutland
Sharon Albert

Cynthia Colburn
Judy Harden
Cindy Simpson
Leona Ramey

Table of Contents

Section One:	Program Description	5
Section Two:	Identification and Assessment	8
Section Three:	Placement and Services	11
Section Four:	Staffing and Resources	15
Section Five:	Transition from ESL/Monitoring Process	18
Section Six:	Other District Programs	21
Section Seven:	Program Evaluation	24
Appendix A:	Glossary of Terms	27
Appendix B:	Legal Mandates for ESL Students	30

TPSD English Language Learner Principles and Guidelines

The Tupelo Public School District (TPSD) English Language Learner Service is designed around our school system philosophy that all children can learn. It is the belief of the Tupelo Public School District staff that the best English Language Learner Services must:

- Be tailored to meet the special linguistic, academic, cultural and affective needs of the students
- Provide ELLs the assistance and instruction necessary to allow them to progress through school at a rate similar to their native English speaking peers
- Make the best possible use of school district and community resources

Tupelo Public School District is comprised of:

- Early Childhood Education Center (Pre-K)
- Carver Elementary – K - 1
- Joyner Elementary – K - 2
- Parkway Elementary – K – 2
- Thomas Street Elementary – K - 2
- Lawhon Elementary – 2 – 5
- Lawndale Elementary – 3 – 5
- Pierce Street Elementary – 3 – 5
- Rankin Elementary – 3 – 5
- Milam – 6
- Tupelo Middle School – 7 – 8
- Tupelo High School 9 – 12
 - High School Advancement Academy
 - School Aged Mothers/ SAM
- Fillmore Center – Structured Day Program

SECTION ONE PROGRAM DESCRIPTION

Legal Foundations

Statutory foundation: Mississippi and federal statutes mandate the necessity for school districts to establish services for English Language Learners that are non-discriminatory and based on pedagogically sound educational theory and practice. It is the school district's responsibility to comply with all legal mandates related to English Language Learners. Tupelo Public School District (TPSD) is committed to providing all English Language Learners full access to the district's instructional programs and the assistance needed to become proficient in academic English.

EDUCATION GOALS

- To provide services to English Language Learners that will build their English proficiency thus promoting student success and full participation in the regular instructional program.
- To provide support services to assist English Language Learners in becoming a part of the cultural environment of the school and community.
- To provide opportunities for English Language Learners to share their culture with the school and community.
- To provide families of English Language Learners the opportunity to become an integral part of the Tupelo Public Schools community.

The TPSD will adhere to the guiding principles outlined by the Center for Equity and Excellence in Education (George Washington University) regarding English Language Learners. Those six principles are as follows:

1. English Language Learners must be held to the same high expectations of learning established for all students.
2. English Language Learners must develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading and writing, consistent with expectations of all students.
3. English Language Learners are taught challenging content to enable them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, and fine arts, health and physical education, consistent with those for all students.
4. English Language Learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels.
5. English Language Learners are evaluated with appropriate and valid assessments that are aligned with state and local standards that take into account the language acquisition stages and cultural backgrounds of the students.

6. The academic success of English Language Learners is a responsibility shared by all educators, the family and the community.

(Promoting Excellence: Ensuring Academic Success for Limited English Proficient Students (p. 11) by the Center for Equity for Excellence in Education, 1996, and 2000, by the George Washington University)

Program Model

Tupelo Public School District ESL Services has adopted two models for English Language Learner instruction. The models are: Sheltered/Structured English Immersion (Pre-K – 12) and, English as a Second Language Class (7 – 12). In both of these models the language of instruction is English. The native language of the child (when feasible) is only used for clarification and not for direct instruction. The district remains open to exploring other program models to serve its ELLs. Annual program review and evaluation provide an opportunity to revisit the effectiveness of the present program models and to make changes when needed.

DESCRIPTION OF SERVICES

Sheltered/Structured Classes Pre-K-12

ELLs at WIDA Tier A and WIDA Tier B levels are placed in Sheltered/Structured English Immersion classes. The goal of the Sheltered/Structured English Immersion class is acquisition of English language skills so that the ELLs can succeed in an English only mainstream classroom. Students study the same curriculum mandated by the state and district, but the teacher employs ESL methods to make instruction comprehensible. The sheltered teacher uses physical activities, visual aids, and the environment, along with other accommodations when teaching content (mathematics, science, social studies, and other subjects), in efforts to assist in the development of Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency. To adequately meet the needs of ELLs, teachers have specialized training in SIOP® or other research based ESL methods and/or possess an ESL teaching credential.

“The SIOP® model is scientifically based. It is the product of several research studies conducted by Jana Echevarria, Mary Ellen Vogt and Deborah J. Short. The theoretical underpinning of the model is that language acquisition is enhanced through meaningful use and interaction. Through the study of content, students interact in English with meaningful material that is relevant to their schooling. Because language processes, such as listening speaking, reading, and writing develop interdependently (Genesse et al., 2006 & Shanahan, 2006a), SIOP® lessons incorporate activities that integrate those skills” (Echevarria, Vogt & Short, 2008, p17).

ESL Class (7 - 12)

In addition to sheltered classrooms there are also ESL classes for grades 7 – 12 students on WIDA Tiers A & B. Small class size enables the instructor to work individually with content needs and with developing cognitive academic language proficiency. The class also promotes student acculturation. ESL instruction is designed to provide students with knowledge of the academic language needed to attain the academic standards in areas of accountability, outlined by the state of Mississippi for all students to proceed through the gateways for promotion. In addition, the ESL curriculum strives to meet the Title III Language Acquisition standards

outlined in No Child Left Behind (Jan, 2002). High school students are encouraged to enroll in classes appropriate to their career goals. Students who are on college track receive special instruction in preparation for taking college entrance tests as part of the curriculum in their ESL class.

ELL students who are in WIDA Tier C or on Monitor Status Year 1 or 2, may not require instruction from SIOP® teachers nor ESL classes. However, these students continue to be monitored by the guidance counselor. If these students encounter academic difficulties, appropriate steps will be taken to accommodate their needs (i.e., in-school and after-school tutoring or special accommodations in the classroom).

The English Language Proficiency Standards and their Abbreviations

Standards and Abbreviations

English Language Proficiency Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Proficiency Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Proficiency Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Proficiency Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Proficiency Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

SECTION TWO IDENTIFICATION and ASSESSMENT

IDENTIFICATION

A language or national origin minority student is one who speaks a language other than English and/or who may or may not be proficient in English. In order to meet the needs of these students their English language proficiency must be assessed. This assessment will determine eligibility for ESL services.

Home Language Survey (HLS)

All students who enroll in Tupelo Public School District complete the TPSD Home Language Survey contained within the district enrollment form. It is both a state and federal requirement that all students have a completed Home Language Survey.

1. Students' language background will be determined at the time of enrollment through the use of the Home Language Survey on district enrollment form. This survey will be available in the student's native language (www.transact.com) or an interpreter will be secured.
2. The HLS will be reviewed by counselors within ten days from the beginning of the school year. If students enter *after* the beginning of the school year, counselors will evaluate the HLS within five days to accommodate ESL testing in a timely manner.
3. If the answers to all the questions on the Home Language Survey are "English" the student will be considered English Language Proficient and no further action is needed.
Note: If a non-English speaker misinterprets the HLS, schools will take into consideration other documentation or observation from a teacher/other school personnel that indicates a student speaks, understands, and/or has a language other than English spoken at home (per MDE recommendations). Deriving from other documentations and/or observations as stated above, these students will then fill out another HLS. They will be classified as a potential ELL student and will be assessed.
4. If any response on the HLS indicates the use of a language other than English, by the student or an individual in the home, further assessment will be conducted to determine the student's English language proficiency level.
5. The counselor will request records for new students and notify ESL office. New potential ELL students will be administered the W-APT™ by ESL Representative (guidance counselor or ESL Teacher) if student comes from a non-WIDA state or another country. The W-APT™ is used to:

- identify students who may be candidates for English as a Second Language (ESL)
- determine the academic English language proficiency level of students new to a school or to the U.S. school system in order to determine appropriate levels and amounts of instructional services
- accurately assign students identified as ELLs to one of the 3 tiers of WIDA-ACCESS for ELLs® testing to assess listening, speaking, reading, writing, and comprehension skills in English.

6. The ESL Representative/counselor is responsible for ensuring the cumulative folder and ELL red folder contains a HLS/enrollment form and W-APT results.
7. For students new to the district, a copy of the district enrollment form containing HLS and a copy of the W-APT will be sent to district ESL office in a timely manner.

ASSESSMENT

1. Potential ELL students coming from a non-WIDA state or another country will be given the W-APT™. (*The W-APT™ has been adopted by the MDE State Board of Education*).

The ESL Representative or ESL Teacher administers and scores the W-APT™. If a student enters at the beginning of the school year he/she will be assessed within the first 30 days of school, but if a student enters *after* the beginning of the school year, then he/she will be assessed within two weeks of enrollment.

2. The ESL Representative will send an Entrance Notification Letter to parent/guardian indicating placement in the ESL program. Parent/Guardian signature indicates approval for ESL services to the child. Entrance Notification Letter must be returned within 5 working days. This form will be kept in the student's red folder and a copy sent to ESL office.

The Counselor will follow up and schedule a conference to discuss services TPSD provides. The conference will include student's parent/guardian and building site ESL Team representative. After the conference if parent/guardian desires to waive TPSD ESL services, they may sign a Waiver Letter declining services. Nevertheless, under Civil Rights policy, the district will provide appropriate means to ensure that the student's English language and academic needs are met. This Waiver Letter will be put in student's red folder and a copy sent to the ESL office. The student still must be assessed annually with the WIDA-ACCESS for ELLs® per MDE until the student is deemed proficient in the English language.

3. In addition to testing *potential* ELL students, NCLB requires that all ELLs be tested annually for English Language Proficiency. The MDE's State Board of Education has adopted the WIDA-ACCESS for ELLs® for identified ELLs. WIDA-ACCESS for ELLs® is administered annually in April by the ESL Representative or ESL Teacher.

To ensure tests are administered appropriately and student scores are interpreted correctly, every Test Administrator will be trained in W-APT™, WIDA ACCESS for ELLs®, and WIDA-ALTERNATE for ELLs® . Training sessions will include WIDA Test Administration on-line training and onsite professional development training on Interpreting WIDA-ACCESS for ELLs® Score Reports and Implementing the WIDA ELP Standards.

4. The ESL counselor is responsible for maintaining student red folders on-site and for providing updated information required for records at district ESL office.

The red folder will include the following:

- Home Language Survey/Enrollment Form stapled to the inside of the folder with home language highlighted.
- Signed Entrance Notification Letter
- Copy of annual notification letter of WIDA-ACCESS for ELLs® or WIDA-ALTERNATE for ELLs® test results (and a copy to district ESL office)
- Annual WIDA-ACCESS for ELLs®/ALTERNATE Teacher and Parent Score Reports
- Waiver letter if applicable
- Reclassification letters if applicable (monitored students/exited students)
- Report Cards – End of year report card up to eighth grade; at the end of eighth grade a copy of the Cumulative Folder insert with all previous grades posted should be placed in the red folder and previous years' reports removed.
- District and State assessments (e.g., EPSF, Universal Screening, Terra Nova, MCT 2, SATP, etc.).
- Completed Language Service Plans (current school year) - School ESL team meets, reviews student work samples and state assessments, and prepares LSP for signatures. LSPs are completed, placed in red folder and a copy sent to district ESL office on or before October 1 of each year (within two weeks of first progress report).
 - ESL team will meet again after second progress report and review LSP and student progress through grades, work samples, and results of accommodations used by teachers. This review will be documented on ELL Student Progress Monitoring Form. Changes in LSP will be made if needed.
 - Further review by the team will occur after semester grades as needed.
- Sample newsletter, bulletin, or any other documentation sent home to child in student's home language
- Any student information from a previous school district is placed at the back and if there is a question, the ESL coordinator will evaluate the necessity of keeping any material

SECTION THREE

PLACEMENT AND SERVICES

Grade Placement

The first rule for assigning English Language Learners in an educational program is that students should be placed at the age appropriate grade level (per Office for Civil Rights Guidelines).

Grade Level: K-8

Students will be placed in grades according to chronological age in grades K-8.

Note: There are some situations that allow for exceptions to the general rule. If a student is not much older than six and has not been in a school before, it is often best to place the student in kindergarten. If an ELL student is developmentally delayed or has suffered serious deprivation, then the ELL students may need to be placed at a lower grade level. In any event, ELL students will never be more than a year behind their age appropriate grade (per MDE).

Grade Level: 9 - 12

High School age students will be enrolled in high school as long as they are under 21 years of age. In cases where graduation will not be possible by age 21, the parents and students will be informed of other options (GED classes, Adult Basic Education, etc.) by the guidance counselor or ESL teacher. If parents proceed in enrolling the student in high school, the fact that the student will not be able to graduate due to lack of course credit will be fully explained. An interpreter may be needed for this purpose. **No student will be denied the opportunity to attend high school so long as he/she is less than 21 years of age.**

Students with no academic records will be placed in the ninth grade. If records are received at a later date, the transcript will be evaluated to determine academic course credit and the student will be reassigned to appropriate classes and grade levels. The guidance counselor or a person trained in transcript evaluation will interview the student to determine the length of time the student spent in each class per week. Course credit will be awarded to the amount of credit awarded for contact hours as outlined by the Carnegie Unit Standards.

Every effort will be made to review previous school records and transcripts to evaluate and award transfer credits. Two sources which may be used: The Country Index and The Glossary of Foreign Educational Terms (available from Frank Severy Publishing, 3951 Kutcher Drive, anchorage, Alaska, 99516, (907) 345-5217.

Our general principles for English Language Learner students at the high school level are as follows:

1) Course choices

All students will be given encouragement and equal opportunity to pursue a college pathway unless they have demonstrated an interest in other specific career pathways. Counselors will recognize that a lack of English language proficiency does not have any bearing on cognitive skills.

The level of language proficiency will be considered in registering students for high school courses. More concrete courses with less academic language requirement will be selected when feasible for students whose language level falls below WIDA Level 3/Developing.

2) Accommodation of Instruction and Assessment – students will receive academic instruction from SIOP® trained teachers to make curriculum accessible. The ESL team

will determine appropriate accommodations for instruction and testing (to be included in student LSP).

3) Participation in Extracurricular Activities-All students will be encouraged to participate in extracurricular activities and every effort will be made to make students aware of activities and requirements.

4) The ESL team will devise specific strategies for students who demonstrate signs they are at risk for dropping out of school.

ESL SERVICES

Students will receive ESL services according to their W-APT™ or WIDA-ACCESS for ELLs® scores. The WIDA English Language Proficiency Tiers will be used to determine which ESL services and accommodations are most appropriate for the student.

Grades PreK-12

Students who are classified as ELL (based on W-APT™ and WIDA ACCESS for ELLs® scores) will be placed with a SIOP® trained teacher. In this sheltered/structured class students will acquire English language skills needed to succeed in an English only mainstream classroom (e.g., development of Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency). Students in these classes are placed with both English native speakers and other ELL students. Students study the same curriculum mandated by the state and district, but the class is classified as Sheltered/Structured English Immersion because the teacher employs ESL methods to make instruction comprehensible.

Grades 7-12

ESL class: Tier A and Tier B students are placed in an ESL class taught by ESL certified teacher or someone who is working toward certification. Assistance provided focuses on two specific elements: helping students make connections with content studied and developing Cognitive Academic Language Proficiency. The ESL teacher will work to ensure the success of the ELL student through both instructional and tutorial roles.

Dependent upon the number of ESL students at TMS and/or THS, students may be placed in an ESL class based on their English language proficiency level. If so, classes will be structured as follows:

ESL A (Tier A): Student instruction focuses on developing and amplifying Basic Interpersonal Communication Skills (BICS). BICS involves every day communication, listening, speaking, carrying on basic conversations, understanding speakers and communicating basic needs.

ESL B (Tier B and Tier C): Intermediate students focus on developing and refining Cognitive Academic Language Proficiency. CALP are skills that are needed to succeed in the academic classroom, which include problem solving, inferring, analyzing, synthesizing, and predicting. CALP goes beyond BICS demanding much greater competence in the language.

ELL students who have been on Tier C for three years (as well as Monitor Year 1 and 2 students) may not require ESL instruction. However, these students continue to be monitored by the ESL team. If these students encounter academic difficulties (e.g., grades drop or test scores are below average); appropriate steps will be taken to accommodate their needs (e.g., in-school and after-school tutoring or special modifications in the classroom).

In addition to the ESL class, Tier A and Tier B students are placed with content area SIOP® or other ESL trained teachers.

CLASSROOM INSTRUCTION and INTERVENTION

Sheltered/Structured English Immersion Classroom Teacher

Teachers are required to provide accommodations and instructional interventions outlined in the LSP and based on the English Language Proficiency Level of the student. By providing appropriate accommodations and instructional interventions the teacher ensures instruction and evaluation is comprehensible.

Examples of instructional interventions to accelerate language development and increase academic achievement in courses (English, Science, Social Studies, Math, and Information and Communication Technology):

- scaffolding
- use of computer software programs such as ZipZoom and Earobics
- use of visuals aids, gestures, graphic organizers, props
- use of multisensory activities
- use of alternative assessments to evaluate content knowledge
- use of modified texts (outlines, paraphrasing, audio, highlighting)
- use of cooperative learning
- use of peer tutoring
- use of bilingual dictionary/glossary materials
- after school tutoring in content area

To ensure teachers provide appropriate instructional interventions, teachers will receive professional development including SIOP® training. Additionally teachers are provided continuous on-site instructional coaching. The purpose of instructional coaching is to make certain the SIOP® model is implemented effectively by teachers.

GRADING AND RETENTION

Federal requirements mandate that districts take affirmative steps to open their educational programs to national origin-minority group students. This means that while ELLs must meet the same educational requirements as other students, these requirements must be presented in a

manner appropriate to the ELLs cultural and linguistic needs and in a method that facilitates their learning. Legally, the LEA is required to accommodate the ELL in a way that allows the student to benefit from the educational experience. The student cannot be penalized for his/her lack of the English language.

Per MDE, ELL Guidelines – January 2011, pp. 50 - 51, “No failing grades may be given during the ELLS’ progress from Level 1 – entering through Level 3 – Developing Language Proficiency.”

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

When a student is experiencing difficulties, she/he is referred to a site-based ESL team that examines the reason for the referral and makes recommendations for interventions to be implemented. Students may be put in the District three-tiered Response to Intervention (RtI) plan based on recommendation from the team.

PARENT COMMUNICATION

Tupelo Public School District will provide language information in the most common foreign languages of the district. Pertinent information will also be translated in written form or by an interpreter (onsite/via telephone) whenever possible to accommodate languages in our district. Each school site will maintain a list of interpreters available to assist with communication for parent conferences or other needs. Personnel at each site (counselors, office staff, etc.) will use access to translation resources such as www.Transact.com, provided by Mississippi Department of Education, to facilitate communication with families.

Examples of pertinent information:

- Student Enrollment and Emergency Forms
- Food Service
- TPSD ESL Services
- Special Education Services
- Gifted Services

It is our goal to provide sufficient parental communication so the parents can make well-informed educational decisions about the participation of their children in all TPSD services.

SECTION FOUR STAFFING AND RESOURCES

QUALITY OF INSTRUCTION

To ensure ELLs are provided with equal and equitable educational opportunities TPSD will have qualified, well-trained faculty and provide resources to support ELL students and families.

THE TUPELO TEACHER

The Tupelo Teacher communicates a vision of success in the classroom, focusing on both the child and the future. The teacher knows the curriculum and utilizes imaginative and challenging methods for instruction. Continually working to better instruction, the Tupelo Teacher participates as a member of the larger learning community and practices professional habits.

He/she clearly communicates classroom expectations and fosters a relationship with students and families. Most of all, the Tupelo Teacher models and promotes ethics and integrity in professional and personal activities.

A. SHELTERED/STRUCTURED ENGLISH IMMERSION CLASSROOM TEACHER

Classroom teachers of ELL students will be SIOP® trained and will work with the ESL site team to prepare and implement an appropriate Language Service Plan to help develop students' English proficiency and their academic content knowledge and skills. Teachers will hold students to high standards of achievement while recognizing that language barriers may require modifications in instruction and assessment. Instruction will be focused on the same content for both English native speakers and English Language Learners, but SIOP® methods will facilitate comprehension for ELLs.

B. ESL TEACHER

In addition to the classroom teacher requirements, the ESL classes will be taught by a certified ESL teacher or someone who is pursuing a valid ESL certification. Tupelo Public School District will provide support in helping ESL teachers improve their professional practices through professional development opportunities, ESL conferences and workshops. The primary role of the ESL Teacher is to assist students to develop proficiency in the English language. Because Mississippi has set forth a standard course of study for the education of students in the regular classroom and has accompanying accountability standards, the ESL teacher in grades 7 – 12 can provide assistance to regular teachers in teaching aspects of the standard course of study by recommending classroom strategies and using WIDA Standards.

C. THE ESL REPRESENTATIVE

The ESL Representative is the guidance counselor and will coordinate the building site ESL team. The ESL representative/counselor at each school will be knowledgeable and remain current in ELL needs, services, and state/federal mandates. He/she will be trained in SIOP®, test administration for W-APT™, WIDA-ACCESS for ELLs®, and WIDA Score Interpretation. He or she will be the liaison with students, families, teachers, school, and district. As with other faculty he/she will have the opportunity to attend professional development classes focusing on ELLs.

D. THE ESL SCHOOL SITE TEAM

The ESL Team at each school site, under the supervision of the principal or designee, will be composed of, but not limited to, the following: School counselor, ESL teacher where applicable, and classroom teacher/s. The ESL team may contact the district Federal Programs office for support and additional information as needed.

E. THE ESL COORDINATOR

The ESL coordinator will be knowledgeable in SIOP®, W-APT™, WIDA ACCESS and ALTERNATE-ACCESS for ELLs® test administration, WIDA Score Interpretation, WIDA ELP Standards, WIDA Can Do Expectations, and RtI. He or she will be an instructional coach to Structured/Sheltered English Immersion classroom teachers. He/She will be trained as necessary to remain current in order to provide professional development within the District regarding federal and state mandates and best practices relevant to ELLs. The coordinator under the direction of District Federal Programs Director will help provide leadership for the program as a whole. In his/her role as liaison to ELLs and their families, it is the responsibility of the ESL coordinator to ensure an equitable education is provided to ELL students

F. INTERPRETERS/TRANSLATORS

Each school site will maintain a list of district approved interpreters available to assist with communication for parent conferences or other needs. Personnel at each site (counselors, office staff, etc.) will use access to translation resources such as www.Transact.com, provided by Mississippi Department of Education, to facilitate communication with families.

G. PROFESSIONAL DEVELOPMENT

The purpose of the Tupelo Public School District's professional learning system is to improve student-learning. Professional learning is designed to facilitate individual, school-wide, and district-wide improvements for the purpose of increasing student achievement. Therefore, the Tupelo Public School District is committed to supporting staff members in the delivery of quality educational services to its students.

TPSD's ESL Plan requires that English Language Learners be placed in a classroom taught by a teacher with SIOP® training. Because new teachers continue to be employed by the district and to meet the need for maintaining skills of experienced teachers, professional development in the SIOP® model and ESL teaching strategies will be offered regularly either through the district professional development plan or through site based ongoing training.

H. SHELTERED/STRUCTURED IMMERSION ENGLISH CLASSROOM

In order to provide ELLs appropriate education Tupelo Public School District will have SIOP® trained teachers at each school site. In the elementary schools there will be at least one SIOP® classroom for every grade level. In the middle school and high school there will be at least one SIOP® teacher per academic content area per grade (English, Science, Social Studies, Math, and Information and Communication Technology). If the numbers of ELL students increase additional SIOP® classrooms will be added to serve ELLs. (Note: SIOP® is current preferred model, but other comparable ESL training may be substituted.)

I. PUPIL – TEACHER RATIO

Current research supports the effectiveness of lower class sizes for increased student achievement. Therefore, Tupelo Public School District will be sensitive in the allocation of pupil-teacher ratio in all Sheltered/Structured Immersion English Classrooms.

J. ELL RESOURCES

- Software Resources: Accelerated Reading, Leap Frog, Kidspiration, Inspiration, Orchard, Rosetta Stone, English in a Flash, Reading A-Z, Starfall and ZipZoom
- Program Resources: Pre-K Early Childhood Education Center, in-school and after-school tutorial
- Human Resources: Professional Development (National and local leaders; out of district conferences), Instructional Coaching, Japanese Liaisons and Bilingual Interpreters (English and Spanish)
- Other: Bilingual dictionaries, Smart Talk, Media Specialist Resources, and Parent Communication/Translation Services, TransAct parent notices and General Ed Resources

SECTION FIVE

TRANSITION FROM ESL SERVICES/ MONITOR PROCESS

TRANSITION FROM ELL SERVICES

TPSD's goal is to assist ELLs in becoming English language proficient. The amount of time needed for students to reach English language proficiency varies. Therefore, any ELLs meeting the Mississippi Department of Education Exiting English Language Program Services criteria will be eligible for exit status after a federally mandated two-year monitoring period. Parents will be notified via TPSD Reclassification Letter that students are moving to monitor status. This signed parent letter will be placed in student's red folder and a copy sent to ESL office.

Parents who wish for their children to continue with district ELL services may contact the counselor for a conference to re-evaluate status. During the monitor period the on-site building ESL team will continue to monitor these students. If students encounter academic difficulties (e.g., grades drop or test scores are below average); appropriate steps will be taken to accommodate their needs (e.g., in/after school tutoring or special modifications in the classroom).

Per MDE, Kindergarten through 2nd grade ELLs are not eligible for exit. The criteria for exiting ELLs rely on the student WIDA-ACCESS overall proficiency level scores and standardized assessment results. LEAs are required to use these two data elements for measuring proficiency and exiting students from the ESL program. The implication of this is that even with a high score on the WIDA ACCESS; ELLs may not have attained sufficient language skills to exit the ESL program.

Exiting Process

The ESL team including the guidance counselor, the ESL teacher, and classroom teacher will consider MDE's exit criteria as they determine status for exiting ELLs. This review will be documented on ELL Student Progress Monitoring Form. Specific steps and Criteria for Exiting ELLs Grades 3-12 may be found in MDE's Exiting English Language Program Services (January 2011). Factors to be considered in deciding whether a student should be retained in ESL classes or exited from them include the following:

- Standardized test scores
- Academic achievement as measured by classroom assignments and tests
- Student classroom observations
- Interviews with the student
- Length of time in school
- Student's educational background
- Progress through WIDA - Can Do Descriptors
- Academic Performance Indicators for Grades 3 – 12 may include:
 - Academic Record (report card)

- District Assessments
- MDE Benchmarks
- Universal Screening
- Mississippi Curriculum Test 2 Language Arts (Reading and Writing) and Mathematics
- Mississippi Writing Assessment (4th and 7th grades only)
- Mississippi Science Assessment (5th and 8th grades only)
- SATP (Algebra I, Biology I, US History, English II)
- WIDA-ACCESS for ELLs®

Note: Students are required to pass the subject area tests in order to receive a regular high school diploma. Graduation requirements are determined by the year the students entered the ninth grade.

MONITORING PROCESS for EXITED ELL STUDENTS

It is essential that there be documentation of the exited ELL's progress in the mainstream classroom. Thus, the ESL representative (guidance counselor) will be responsible for maintaining contact with the academic classroom teacher(s) and monitoring the on-going progress of students in academic classes. This monitoring will be done informally and formally.

Informal Assessment will be conducted during the first nine weeks of school:

- Bi-monthly conversations with regular teachers
- Student performance observation by classroom teacher
- Parent conferences (when needed)
- Student interviews

Formal:

- Keeping progress reports on file
- Reviewing number of credits the student has earned toward graduation
- Making a copy of the student report card at the end of each school year (to be placed in ESL red folder)
- Obtaining annual state and district assessments

If the performance of a student who has exited TPSD ESL services stalls, falters, and/or regresses, the ESL team will re-examine the student's level of English proficiency to determine the need for possible re-entry into the ELL program.

The on-site Sheltered/Structured Classroom Teachers will make recommendations to the classroom teacher suggesting possible strategies to implement with the student. If after one grading period the student shows no progress, the ESL Team will convene.

The following information will be provided by the regular classroom teacher:

- Current Average

- Work Samples (tests, daily work, quizzes, etc.)
- Documented Teacher Observation

If progress is unsatisfactory as evidenced by the reports mentioned, the ESL Team will meet and make a decision as to what type of action should be taken.

The student will be:

1. Reassigned to the TPSD ESL Services if language proficiency appears to be the reason for lack of student progress, or
2. Provided another form of intervention appropriate to the student's needs. This may include some or all of the following: after-school or in-school tutoring, summer school, parent conference, change of schedule, or regular meetings with the guidance counselor.

During this time period, the Sheltered/Structured English Immersion Classroom Teacher(s) and/or the ESL teacher will record the progress of the student on the monitoring form (Appendix B) and reconvene with the ESL committee at the end of the school year.

If it is determined that the student should be reclassified as ELL, parents will be notified by the counselor and a conference scheduled if needed. The student will then be provided all services needed as an ELL student.

SECTION SIX OTHER DISTRICT PROGRAMS

When ELL students are being considered for special education or gifted services, guidelines must be followed in order to ensure that ELL students receive the most appropriate educational services. Procedures include a parent checklist, assessment of the ELL student's English language proficiency, and placement in a language instruction educational program which must be carried out for all ELL students.

Any tests or assessment material needed to determine an ELL's eligibility for special programs (special education, Title I, and gifted) will be provided by the district and administered by a licensed psychometrist.

A. GIFTED EDUCATION

In the identification of ELL students for gifted services, students must meet the criteria determined by the state and Tupelo Public School District. Gifted students are generally defined as those who are significantly discrepant from the norm in learning and/or performance capability compared to their age peers. Procedures used for identifying students who are gifted will be as bias-free and culturally-fair as possible.

For determining strength-based programming needs and for measuring students' knowledge and skill development as a result of appropriate instruction, assessment procedures for gifted ELL students should:

- utilize bias-free, culturally-fair tests specific to ability areas with qualifying criteria being examined to ensure ELL students are not systematically screened-out;
- accommodate the language that is most comfortable and efficient for the ELL students' learning abilities;
- utilize the observation of students in learning and performance situations where English proficiency is not a requirement for optimal learning results or performance; and
- include performance judging criteria that are sensitive to the students' native language and/or cultural nuances, including adopting alternate qualifying criteria such as testing in the native language, nonverbal testing, and utilizing recommendations from teachers, parents, counselors, and students.

B. STUDENTS WITH DISABILITIES

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

Special education services are designed to meet the unique needs of students with learning, language/speech, physical and/or emotional problems. Lack of English language proficiency alone does not qualify a student for special education services. Conversely, lack of English language proficiency also does not indicate that a student does not have any of the above-mentioned problems. The issue of English language proficiency complicates the evaluation process of students who have been referred for special education services.

When a student is having difficulty mastering specific skills, the teacher will accommodate with instructional strategies and/or instructional pace for the student. The necessity of accommodations for an ELL student does not necessarily mean that he/she has a disability or that he/she should be referred to special education. Regular meetings of the ESL Team should consider the reasons for student lack of progress and determine appropriate next steps. After reviewing the student's academic history, language and culture, strengths and learning style, classroom interventions and their results, and the intensity of the student's difficulties, a referral to special education may be appropriate if there is evidence that the difficulty is significant and may be related to a disability. Appropriate interventions and time adjustments will be made to ensure that the difficulties are not related to English language proficiency

The basic principles underlying the referral process are as follows:

Principle 1: Students whose language is other than English have the same rights as all other students;

Principle 2: In order to make sure that these rights are protected, the students and parents must be provided information in a language they understand;

Principle 3: Students must be provided with the appropriate instruction and interventions based on their language needs before referral to special education; and

Principle 4: When assessing a student for special education, testing instruments and procedures, materials, and instruction must reflect the language needs of the student.

When the ESL team refers a student for special education consideration, school personnel will follow a careful procedure as outlined in MDE ELL Guidelines (January 2011), page 58. Also, the same procedures in the MDE's Office of Special Education Policies and Procedures will be followed when ELL students are referred for special education services as when English-speaking students are referred. Even though some of the information gathering and assessment activities may vary, the process is the same.

Parental participation requirements in the MDE's Office of Special Education Policies and Procedures are the same for the parents of ELL students as for the parents of English-speaking students. This is true even when the parents themselves are non-native English speakers. Arrangements for an interpreter will be made in such cases. Written notices will be provided in the native language of the parents, or other mode of communication used by the parent, unless it is clearly not feasible to do so.

Using an interpreter may affect the validity of the test norms. The evaluator will carefully document the use of an interpreter in the appropriate forms/reports. If additional guidance is needed NCELA will be used to ensure interpreters and translators meet the needs of English language learners.

If an ELL student is placed in a special education program, the individualized education program (IEP) for that ELL student will include all the components that are required for any student. In addition, the skills necessary for English language development should be addressed. For additional information, contact the Mississippi Department of Education's Office of Special Education at (601) 359-3498.

C. OTHER TPSD SERVICES

The Tupelo Public School District places value and emphasis on student academic and social development by providing high quality services. ELL students have an equal opportunity to participate IN Title I programs, extracurricular and nonacademic activities.

Services provided and/or offered are listed in each school's handbook. To ensure parents and students have an awareness of what their school provides the school counselor, classroom teacher, or ELL coordinator will communicate with the parent and the student about these services individually.

Examples of TPSD Services:

Title I:

Early Childhood Education Center (Pre-K)
Intensive daily reading and writing instruction
Small literacy group

Extracurricular and non-academic:

Boys and Girls Fitness Club
Cheerleading
Chess Club
Chorus
Computer Lab
Newspaper
Photography Club

Sign Language Club
Orchestra
Student Council
Math Counts
Athletics
Thespian
Drum Machine

SECTION SEVEN

Program Evaluation

A. ESL PROGRAM IMPLEMENTATION EVALUATION

1. The ESL Program for English Language Learners Coordinator will use an evaluation instrument to assess the effective implementation of the ESL Program for English Language Learners. The ESL Program Coordinator and the principals will complete the assessment in May of each year. In order to comply with OCR suggestions, the assessment shall include:

- The number of students who speak a language other than English.
- The number of students who are served in the ESL Program for English Language Learners.
- Manner of differentiation for novice and more advanced English learners.
- The number of ELL students participating in state assessments.
- The number of ELL students excluded from state assessments.
- The number of ELL students who are retained.
- The number of ELL students participating in extracurricular activities.

2. The ELL Coordinator will audit a minimum of 25% of the ELL records in order to assure compliance with state and local policy each school year in spring and fall. These checks will be documented by the ELL Coordinator who will send a copy of the report to principals and Federal Programs Director.

B. EFFECTIVENESS OF ESL PROGRAM FOR ENGLISH LANGUAGE LEARNERS

1. PROGRAM EFFECTIVENESS IN THE AREA OF LANGUAGE DEVELOPMENT

WIDA ACCESS for ELLs™ scores for students in grades 1-12, will be compared (previous school year to current school year). The number and percentage of ELL students showing improvement will be reported by LEA and school. The director of testing will be responsible for generating this report. The ESL Coordinator will include this information in the ESL Annual Report.

In grades K-12, the ELL student's academic indicators will be used as a means of noting student progress over time in the regular classes. The ESL team will provide a summary report to the ELL district office of those students who are performing at an unsatisfactory level or at a grade of D or below.

2. PROGRAM EFFECTIVENESS IN THE AREA OF MEANINGFUL PARTICIPATION IN THE EDUCATIONAL PROGRAM

Information from TPSD Annual Dropout Report will be utilized by the ESL Office to make comparisons over a three year cycle. This information will be included in the ESL Annual Report. The ESL coordinator will work with Dropout Prevention Officer and others as needed to design strategies to address the dropout rate when it is above the state rate for ELLs and/or above the district rate for non ELLs.

The number of ELLs participating in the gifted program as compared to the non-ELL population will be reported annually. The Director of Gifted Activities will be responsible for this report and will submit the report annually to the ESL Coordinator. Over three year cycles, the ESL Coordinator will make comparisons by year. If the percentage of ELLs participating is less than the district percentage for non-ELL students, the Gifted and Talented Director will assist the ESL Coordinator in analyzing the data and creating strategies to bring the percentage of participants into balance with the rest of the student population. This information will be included in the ESL Annual Report.

3. GARNERING INPUT FROM STAKEHOLDERS ON PROGRAM EFFECTIVENESS

The ESL Coordinator will administer surveys/assessments to be completed by classroom teachers with students in the ESL Program as well as ESL teachers and principals. Survey information will also be gathered from randomly selected parents of students in the ESL Program. Questions for ESL teachers will include questions about the adequacy of their teaching space, the adequacy of instructional supplies and materials, the quality and quantity of parent information and communication, and the effectiveness of the ESL Program. Questions for regular classroom teachers will include the adequacy of support from the ESL teacher, the quality and quantity of parent information and communication, and the effectiveness of the ESL Program. The ESL Coordinator will maintain a file of the resolution of any complaints or grievances made to the district concerning program implementation and service delivery to ELL students. This file will be submitted to the superintendent in the Annual Report.

C. ESL PROGRAM IMPROVEMENT: REVIEW and MODIFICATION

1. Annually, the Federal Programs Director and/or the ESL Coordinator will use results of program evaluation instruments as well as data collected from testing to prepare an annual report on the ESL Program. This report will be communicated to the superintendent at the end of the fiscal year.

2. Bi-annual District Program Planning--In September of even numbered years, the ESL Coordinator will convene an ESL Advisory Committee consisting of the superintendent or designee, Director of Testing, and other stakeholders to represent teachers, principals, counselors, and parents to review the status of the District ESL Program. The committee will

examine data to assess progress and areas in need of improvement. This data may include but will not be limited to the following: AMAOs, academic performance, ELL graduation and dropout statistics, promotion and retention data, representation of ELLs in special programs, extracurricular activity involvement, and evidence of parent and family involvement in school life.

Based on the collective data, the committee will review program goals and strategies toward meeting those goals and make recommendations to the district. It will be the responsibility of the Federal Programs Director to oversee any program changes.

GLOSSARY OF TERMS

AMAOs (Annual Measurable Achievement Objectives): mandate 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 sanction.

ELL (English Language Learners): A national-origin-minority student who is limited-English proficient. This term is often preferred over limited-English proficient (LEP) as it highlights accomplishments rather than deficits.

ESL Services (English as a Second Language): Special services provided by TPSD to accommodate the needs of ELLs. These services include tailored curriculum designed to teach ELL students English language skills, listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL Services are provided in English by a trained SIOP® teacher.

ESL Team: a site based group responsible for ensuring that each ELL student is receiving appropriate education.

HLS (Home Language Survey): Questionnaire that, by law, must be given to all students. It is used to determine students who should be evaluated for possible inclusion in the English as a Second Language program. It is contained within the district enrollment form. A copy is on file for all ELLs in red folder:

LSP (Language Service Plan): Individualized learning plan required for each ELL student showing modifications and accommodations needed in classroom and/or testing situations. This plan is reviewed annually and is kept in student red folder.

Monitored Students: Students who have exited from the ESL program based on English proficiency. Students continue to be monitored by the ESL team for two years and may be returned to the program if progress falters.

NCLB (No Child Left Behind): Sets broad and in depth accountability requirements for English Language Learners.

OCR (Office for Civil Rights): The Office for 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.

Red Folder: TPSD folder used to ensure accommodations are being made and that ELLs are receiving adequate services. Every ELL student will have a red folder maintained by a counselor at each school site. A second red folder with summary information is maintained at district ESL office.

SIOP® (Sheltered Instruction Observation Protocol): method of delivering instruction to limited English proficient students in the regular classroom that focuses on language objectives as well as content objectives.

Sheltered/Structured English Immersion Teacher: is a teacher who has received training in SIOP® instructional strategies for English Language Learners. On site coaching and consulting is also provided as a part of ongoing professional development support.

WIDA (WORLD-CLASS INSTRUCTIONAL DESIGN AND ASSESSMENT): a test of English language proficiency in listening, speaking, reading and writing. This particular test was adopted by the Mississippi Department of Education (Fall 2008) as the English language proficiency test which is to be used across the state to assess the English language proficiency for all national origin minority students in the state.

Tier A is most appropriate for English language learners who:

- have arrived in the U.S. or entered school in the U.S. in the current academic year without previous instruction in English; OR
- currently receives literacy instruction ONLY in their native language, OR
- test at the lowest level of language

Tier B is most appropriate for English language learners who:

- have social language proficiency and some, but not extensive, academic language proficiency in English, OR
- have acquired some literacy in English, though have not yet reached grade level literacy.

Tier C is most appropriate for English language learners who:

- are approaching grade level in literacy and academic language proficiency in the core content areas, OR
- will likely meet the state's exit criteria for support services by the end of the academic year.

WIDA ELP Standards: There are five WIDA English Language Proficiency (ELP) Standards, which appear in two frameworks, Summative and Formative. The five ELP Standards are identical for the both frameworks. They reflect the social and academic language expectations of ELLs in grades PreK-12 attending schools in the United States. Each ELP Standard addresses a

specific content for language acquisition (Social and Instructional settings as well as Language Arts, Mathematics, Science and Social Studies) and is divided into five clusters: PreK-K, 1-2, 3-5, 6-8 and 9-12 (Appendix)

W-APT™: W-APT stands for the WIDA-ACCESS Placement Test™. This assessment tool, known as the "screener", is used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district. It can help to determine whether or not a child is in need of English language instructional services, and if so, at what level.

WIDA-ACCESS/ALTERNATE for ELLs®: **ACCESS for ELLs™** stands for *Assessing Comprehension and Communication in English State-to-State for English Language Learners*. It is a large-scale test that first and foremost addresses the English language development **standards** that form the core of the WIDA Consortium's approach to instructing and testing English language learners. The WIDA-ALTERNATE test is available for dual exceptionalities of ELL and SPED.

APPENDIX B

Legal Mandates

The Rights of English Language Learners and Their Families

Federal and state governments have enacted laws and regulations, including Title VI of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974, to protect the rights of English language learners and their families. Every public school in the United States is required to provide a free and equitable education to all school age children who live within the boundaries of the school district. Some federal laws are supported by funding to which all eligible schools districts are entitled (i.e., Title I and Title III of the No Child Left Behind Act of 2001). However, regardless of funding, public school districts must comply with the laws and regulations to the best of their abilities.

The No Child Left Behind Act of 2001 (NCLB) reauthorizes a variety of federal education programs found in the Elementary and Secondary Education Act (ESEA), replacing the Improving America's Schools Act of 1994 (IASA). The federal Bilingual Education Act (Title VII) was reauthorized as Title III of NCLB. Written to aid state education agencies (SEAs) and local education agencies (LEAs) to respond to the needs of their English language learners, NCLB in no way undermines or amends the federal and state statutes and regulations that establish the rights of ELL students; however, it outlines the responsibilities of school districts serving English language learners.

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

1964 – Title VI of the Civil Rights Act

The federal requirement under Title VI of the Civil Rights Act of 1964 states:

No person in the United States shall, on the ground of race, color, or national origin...be denied the benefits of, or be subjected to any discrimination under any program or activity receiving federal financial assistance.

Further guidance was offered by the Department of Health, Education, and Welfare in its May 25, 1970, memorandum in order to clarify the requirements specified in Title VI:

Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the education program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

1974 – *Lau v. Nichols*

This important memorandum paved the way for the landmark case, *Lau v. Nichols* (1974). The Supreme Court held (1) that discrimination on the basis of language proficiency is discrimination on the basis of national origin under Title VI of the Civil Rights Act of 1964 and (2) that treating people with different needs in the same way is not equal treatment. In a unanimous decision, the Court ruled, in part:

...there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child

can effectively participate in the education program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experience wholly incomprehensible and in no way meaningful.

The Office for Civil Rights (OCR) is responsible for enforcing compliance with Title VI as it applies to programs funded by the United States Department of Education (USDOE). OCR's principal enforcement activity under Title VI is the investigation and resolution of complaints filed by individuals alleging discrimination on the basis of race, color, or national origin. The failure of school districts to provide an equal educational opportunity for ELL students is investigated by OCR staff who work with school and district officials to resolve compliance issues. This is accomplished through guidance on program and services planning, resource support, technical assistance, and if necessary, through the administration of proceedings or a referral to the United States Department of Justice for litigation.

1974 – Equal Education Opportunities Act

The Equal Education Opportunities Act of 1974 states:

No state shall deny equal educational opportunity to an individual based on 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.

The standard for complying with this legislation has evolved as a result of federal court cases such as *Castenada v. Pickard* (1981). The Court of Appeals ruling requires that instructional programs be based on sound educational theory; the school must effectively implement the instructional program; and the instructional program results must demonstrate the program's effectiveness.

1982 – *Plyler v. Doe*

The Supreme Court ruled in *Plyler v. Doe* (1982) that undocumented immigrant children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents, regardless of their immigrant status. Like other children, undocumented students are obliged under state law to attend school until they reach a mandated age. According to the National Coalition of Advocates for Students, as a result of the *Plyler v. Doe* ruling, public schools may not:

- deny admission to a student during initial enrollment or any other time on the basis of undocumented status.
- treat a student disparately to determine residency.
- engage in any practices to “chill” the right of access to school.
- require students or parents to disclose or document their immigration status.
- make inquiries of students or parents that may expose their undocumented status.
- require social security numbers from all students, as this may expose those with undocumented status.

Students without social security numbers should be assigned a number generated by the school. Adults without social security numbers who are applying for a free lunch and/or breakfast

program on behalf of a student need only indicate on the application that they do not have a social security number.

The Court also stated that school systems are not agents for enforcing immigration laws, and it determined that the financial burden of educating undocumented aliens placed in a school system is not an argument for denying services to ELL students. Schools should not request any information related to U.S. residency, including, but not limited to, Social Security numbers, passports, and visas. School districts may require only two kinds of information for enrollment: proof of residency in the district and proof of required vaccinations. As long as students can provide this information, they must be allowed to enroll in school.

For additional information regarding school enrollment and attendance as outlined by the State of Mississippi, please contact the MDE's Office of Compulsory Schools at (601) 354-7760. Also, additional information regarding school enrollment and attendance as outlined by the State of Mississippi may be found in the Mississippi Code of 1972, as amended, SEC. 31015-1 and SEC. 41-23-37, the Office of the Attorney General of the State of Mississippi, Memorandum No. 2003-0699, which references the State Board of Education Residency Verification Policy.

2001 – Title III of the No Child Left Behind Act of 2001

Title III provides funds to SEAs to distribute to LEAs to increase the language proficiency of ELL students, to help ELL students achieve academically, and to provide high quality professional development to school districts and other school or community-based personnel. Upon approval by the USDOE of a SEA's plan for assisting English language learners, Title III funding is awarded according to the SEA's number of ELL and immigrant students. States must agree to distribute ninety-five percent (95%) of the funding received to eligible school districts. While Title III does not mandate that all school districts provide educational services for English language learners, it effectively establishes national policy by acknowledging the needs of ELL students and their families (P.L. 107-110, 2002).

References:

www.wida.us

<http://www.mde.k12.ms.us/acad1/programs/ell/index.html>