

YAZOO COUNTY SCHOOL DISTRICT SPECICAL POPULATIONS

MANUAL:

ENGLISH LANGUAGE LEARNER, MIGRANT,
IMMIGRANT, HOMELESS AND FOSTER CARE
STUDENTS

PROGRAM OVERVIEW
2018-2019

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English Language Learner

I. YCSD Referral to Placement Process for ELL Students

Step 1: Educational Approach

The district must select a sound educational approach to providing English language development and meaningful program participation for its students.

Step 2: Identification

The district is responsible for identifying all students potentially in need of ELL services.

Step 3: Assessment

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

Step 4: Placement into ELL Program Services

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

Step 5: Staffing and Resources

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

Step 6: Transition from ELL Services

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

Step 7: Monitoring

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

Step 8: Program Evaluation

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

Yazoo County School District is committed to providing a quality education for all students, including those whose first language is one other than English. The instructional goal for the English Language Learners Program is to provide services to ELL students to improve or increase their English proficiency; thus, enabling them to function independently and to participate effectively in the general education academic program.

All English Language Learners receive their primary core curriculum instruction through the general education academic program. As a supplement to general education classroom instruction, ELL students receive regularly scheduled instruction in English as a second language, with emphasis on English language acquisition skills. Initially, emphasis of the K-5 ELL program is on the teaching of “survival” language such as following directions and basic conversational English. Support and assistance are provided for ELL students in core curriculum content for general education classroom instruction, at the elementary and middle school levels and when applicable, students are grouped according to their proficiency levels in order to individualize instruction as much as possible in a tutorial program. The level of English Language proficiency and the individual needs of the students determine the frequency and duration of ELL instruction provided to students.

The academic needs of ELL students are met through a variety of educational strategies, ELL instruction and general education content modifications, with emphasis placed on the development of the four intertwined language modes -- listening, speaking, reading and writing. The use of an internet-based/on-line language intervention program is available to students at each school site to aid in the acquisition and progression of English proficiency.

II. Registration Procedures

A. Guidelines for Registration

1. **Proof of Age** - A valid birth certificate, a valid passport or other official document listing date and place of birth. **Birth Certificate is not “required”**. Other documentation of birth date must be accepted in the absence of a valid birth certificate.
2. **Registration Forms** – School registration forms are to be completed and filed at the school.
3. **Home Language Survey (HLS) Form** – District-wide form to be completed and signed by the parents of **All New Students** registering for grades K-12. (see **Appendix A**)

A Social Security Card is NOT necessary for enrollment or for the completion of school lunch forms. If the student does not have a social security card, the school should assign a number.

Former school records, report cards and/or transcripts are requested from the parents and/or guardians. If not available, information relating to the former school is needed to obtain these documents.

B. Identification of Potential ELL Students

An ELL student shall be defined as a student who:

- 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 Alaskan native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact in such individual's level of English language proficiency;

or

- is migratory and whose first language is a language other than English and comes from an environment where a language other than English is dominant;

and

- has sufficient difficulty speaking, reading, writing or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.
- Yazoo County School District identifies potential ELL students by means of a **Home Language Survey** at the time of registration. The person responsible for registering the student submits the completed HLS form for potential ELL designation.
- 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 within thirty (30) calendar days of enrollment at the beginning of school or ten (10) days if registered after the beginning of the school year to determine the student's English language proficiency level. However, the presence of a language other than English does not automatically signify that a student is not a competent and proficient speaker of English. Students who are identified as ELL in any one of the **domains of listening, speaking, reading, writing or comprehension** are considered ELL. (*English Learner Guidelines: Regulations, Funding Guidance, And Instructional Supports, 2018, p.15*)
- The ELL teacher or the principal's designee should formally assesses the student for English language proficiency. The student's schedule is made based on the language assessment results.

C. Assessment of Language Proficiency

English Language Proficiency Test **LAS Links** is currently the state mandated assessment tool used to determine the level of English proficiency.

Yazoo County School District does not have a bilingual model of instruction for ELL students. All ELL students are taught in the English language; therefore, ELL students are only assessed for their English language abilities. Each ELL student is assessed for the following:

- (1) oral language;
- (2) listening comprehension;
- (3) reading abilities; and
- (4) writing abilities

This assessment is administered according to the age/grade level of the student. Parent consent shall be requested. (See *Determination of Student Eligibility & English Learner Program Placement Forms*)

- Each school's designated ELL assessment faculty member is responsible for administering the assessment for all ELL students at the school site.
- The **LAS Links** assesses the students in the following areas:
 - (1) Context Areas and Topics;
 - (2) Genres and Registers Participation Structure;
 - (3) Language Knowledge/Linguistic Complexity Modality;
 - (4) Language Function; and
 - (5) Cognitive Complexity and Expectations/Criteria
- **Domain Scores:** (1) Listening, (2) Speaking, (3) Reading; and (4) Writing
- **Composite Scores:** (1) Overall, (2) Comprehension, (3) Production; and (4) Oral and Literacy

III. ELL Program Placement

The **ELL Support Team** shall consist of a school administrator, ELL teacher, counselor or others as designated by the administrator.

The team shall meet within ten (10) days of student's registration to review the student's placement form and other relevant data/information of the ELL student. Based upon this information, the committee shall make a recommendation concerning placement as follows:

- Place the student in an age-appropriate grade, unless specific documentation indicates that is not in the best interest of the child..., **and**
- Place the student in the ELL program and provide services accordingly...**or**
- Place the student in the regular education program without modifications because assessment results indicate that the student is a proficient English speaker.

- Parents are provided written notice of the committee’s recommendation. Parents must sign the Program (See *Determination of Student Eligibility & English Learner Program Placement Forms*)

The process continues as follows:

- The placement decision is noted on the **English Learner Program Placement Form**, which is placed in the student’s cumulative record.
- Students recommended for ELL tutorial services should receive services thirty (30) – sixty (60) minutes, two (2) to five (5) days per week, based on determined needs.
- Fully English Proficient (FEP) students will be monitored by the ELL faculty member(s) of the school for four school years following exit and will receive tutoring if the need for such is evidenced.

ELL students are considered for the gifted program and other special programs provided to other students in the school if academic performance indicates eligibility. ELL students are made aware of vocational courses and extra-curricular activities that are available as well.

NOTE: LACK OF ENGLISH PROFICIENCY SHALL NOT BE THE DETERMINANT FOR PLACEMENT BELOW AGE-APPROPRIATE GRADE LEVEL.

A. Special Education Services

All ELL students in Yazoo County School District will receive special education services on the same basis as English speaking students if eligible through IDEA.

Students who are experiencing academic difficulties-determined by the ELL Support Committee to **NOT** be related to a lack of language proficiency-are initially referred to the school-based Teacher Support Team. Supplementary aids and services and/or classroom modifications shall be recommended and tried as a means of improving the student’s performance. If these interventions are not successful, the referral to placement process as outlined in the Yazoo County School District’s Student Handbook is carried through, just as for English speaking students experiencing academic difficulties are followed as it would be for English speaking students.

Assessments, which will be administered to the ELL student, will be presented in the native language of the student when such a test format is available. Another option is testing with an interpreter. The intellectual test of choice for ELL/LEP students is the **LEITHER International Performance Scales (LIPS-R)**. This is a test that requires no language and lacks cultural bias.

B. ELL Grading Guidelines

- Procedures for grading ELL students must facilitate students' success in school. School districts must ensure that ELL students are not being discriminated against in the assignment of grades due to a language barrier. ELL students should be expected to meet the same educational requirements as other students; however, they may need more time to do so. Federal requirements mandate that districts take affirmative steps to open their educational programs national origin to minority group students. This means that while ELL students must meet the same educational requirements as other students, these requirements must be presented in a manner appropriate to ELL students' cultural and linguistic needs and in a time frame that facilitates their learning (*English Learner Guidelines: Regulations, Funding Guidance, And Instructional Supports, 2018*).

Teachers must consider alternative assessment measures such as: (1) portfolio assessment; (2) special performance-based projects; and/or (3) journals, etc. Yazoo County School District will adhere to the regular, district-wide grading guidelines with the following cautions when assessing and assigning numerical marks to ELL students:

- The focus for grading non-English and limited English proficient students in the content areas must be on **improvement**.
- Fluent English Proficient (FEP) ELL students must be graded on improvement, as well as, knowledge of content.
- A failing grade must not be assigned to an ELL student who is in **entering to intermediate developing of language proficiency** without full documentation of specific modifications having been made to assure the students' full access to the content. The failure must not be due to an English language deficiency. English language deficiency includes: (1) reading; (2) writing; (3) speaking; and (4) comprehension.
- Teachers must document regular contact with the ELL teacher regarding performance and progress of ELL students.
- If an ELL student receives a failing grade, complete documentation of modifications and accommodations, including conferences with the ELL teacher, must be placed in the student's cumulative folder and a copy sent to the Yazoo County School District, Office of Federal Programs.
- The following are among the methods teachers must employ in the classroom on a daily basis in teaching ELL students:
 - Adapting materials by adding graphic organizers, pictures, charts, maps time-lines and diagrams;

- Linguistic modifications such as repetitions and pauses during speech;
- Extra-linguistic cues such as visuals, props and body language;
- Increased wait time; giving the student time to formulate an answer;
- Interactive presentations with frequent comprehension checks;
- Cooperative learning strategies;
- Focusing on central concepts rather than on details by using a thematic approach;
- Building on students' prior knowledge as often as possible (while considering cross-cultural issues);
- Development of reading strategies such as mapping and writing to develop thinking;
- Using an integrated approach: subject matter and English language skills

NOTE: Please see the ELL teacher for a printed compilation of tips and ELL Accommodations and Instructional Strategies for working with ELL students in the regular classroom.

D. ELL Student Participation in the (MAAP) Mississippi Academic Assessment Program

- English Language Learners are expected to participate in all aspects of the Mississippi Statewide Assessment System (MSAS). ELL students 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 instruction educational services for one year or less. These students are still calculated in the 95% participation rate, but their scores may be excluded from the Adequate Yearly Progress (AYP), Achievement and Growth Model calculations for the first year. If districts wish to include the scores of the first-year ELL students in AYP, Achievement and Growth Models, they have to request that scores be included.
- ELL students who are working towards a regular diploma and who are enrolled in Algebra I, Biology I, English II and/or U.S. History must take the applicable subject area test(s) using only allowable accommodations and meet the standards that are required for graduation.

- ELL students who are considered vocational completers due to completion of a two-year vocational program must participate in the MS-CPAS.
- Decisions regarding the appropriate accommodations for each testing program or whether a student's scores will be excluded from the statistical summary are addressed in the MDE Testing Accommodations.

There is no specific period of time for students to participate in the ELL program before exiting. A student may participate as long as the need exists.

Although informal assessments (portfolios, logs, journals, checklists, questionnaires, reading and writing exercises, etc.) of ELL students' progress are ongoing, **the formal instrument used to assess as ELL student's readiness to exit the ELL program is the LAS Links English Language Proficiency Test.** Grades and results from the state-mandated test, Mississippi Assessment Program (MAAP) and EOC Assessments will also be used to determine readiness to exit the ELL Program. In order to exit the ELL Program, ELL students must **4 or 5** in each of the **three sections of the Las Links English Proficiency Test.**

The **ELL Services/Program Exit Form** shall be completed and filed in the student's cumulative folder and a written notice must be provided to the parents/guardians.

NOTE: The parents/guardians may withdraw their children from the ELL Program at any time by written request.

E. ELL Monitoring Procedures

Once ELL students exit from the program, ELL teachers must monitor students' progress for four (4) years. During the years of monitoring, ELL teachers will monitor students' progress at the end of the first nine week period, the end of the first semester and again after the first nine week period of the second semester (3rd nine weeks). As part of the monitoring process, the ELL teacher will use several data points (i.e. subject-area grades, test scores, attendance, patterns of office referrals and teacher-parent-student comments). If the student is not academically successful, the committee shall make an appropriate recommendation which can include reclassification of the student as ELL for enrollment in the ELL Program.

F. ELL Program Assessment

Yazoo County School District will evaluate its ELL Program annually. The evaluation process will consist of a review of overall progress, include pre- and post-ELPT scores for all ELL students. The district will also evaluate data to compare long-range academic progress for former ELL students (those who have exited the program as FEP) with non-ELL students. Areas of review will include

grade point averages, rates of retention, and graduation. The district will report to the Mississippi Department of Education information concerning the identification, placement and educational progress of ELL students. The program will be modified as indicated by district evaluation results to address the needs of ELL students.

IV. Yazoo County School District Plan Summary

Component 1: Programs/Activities

The Yazoo County School District (YCSD) will continue to use whole/small group pullout and individual instructional strategies to help ELL students become proficient in English. Instructors will continue to use a variety of teaching resources, materials and courseware, such as, instructional tools.

Component 2: Annual Measureable Achievement Objectives

ELL teachers in the YCSD will teach English Language Learners in the regular education program each day to help them become proficient in the English language and they will use the Annual Measurable Achievement Objectives (AMAO) as outlined by the MDE as a guide for mastery of the English language by ELL students. Instruction will target the AMAO achievement objectives at each level.

Component 3: Accountability

Each ELL teacher is required to test ELL students throughout the school year and share results with the district office. ELL teachers are also required to meet together for discussion of results and progress levels of ELL students in the instructional process. Tests results and data are used by the school district as a component of ELL teacher evaluation.

Component 4: Parental and Community Involvement

The Office of Federal Programs in the YCSD will ensure a better relationship with parents of ELL students through regular contact and informational sessions to help parents with the education of their children. The school district is working with local IHLs to solicit interpreters and translators to work with parent and students.

Component 5: Collective Consent

All teachers of YCSD will be required to attend training focusing on strategies to differentiate instruction for students. With the district's move towards institutionalizing Differentiated Instruction (DI), all teachers will be better prepared to address the diverse learning needs and learning styles of all students, including students whose first language is not English.

Component 6: Evaluation and Achievement

ELL teachers will continue to progress monitor ELL students throughout the school year. The YCSD will be use data to determine the successfulness of the program and if any

revisions to the program are necessary. The school district is expects ELL teachers to help all ELL students become proficient in the English language and master subject area content as indicated by the Every Student Succeeds Act (ESSA).

Migrant/Immigrant Students

I. Definition

A **migratory child** is a child who is, or whose parent, spouse or guardian is a migratory agricultural worker or migratory fisher, and who, in 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 agricultural or fishing work as a principle means of livelihood.

II. Registration: Upon review of registration information (*See Migrant Survey*), the school administrator or designee will notify the District ELL Coordinator in writing of the potential Migrant Student.

- The District ELL Coordinator will assist the school in the completion of student enrollment, as necessary. The District ELL Coordinator will also contact the Mississippi Migrant Education Program Coordinator to notify him/her that the district has a migrant student. District and school personnel will work with personnel from the Mississippi Migrant Education Program Office to prescribe an appropriate educational program for migrant students identified in the district.
- As a part of registration, children without social security cards will be enrolled in school.
- If the student does not have a Social Security Card/Number, the school counselor will notify the MSIS clerk. In turn, the MSIS clerk will request a nine-digit number for MSIS identification.
- Children without proper immunizations will be enrolled in school and given a grace period of thirty (30) days in which to receive their immunizations and provide the school with documentation.
- Parents/Guardians will be provided with assistance in securing immunizations and vital records.

A. Assessment, Parent Notification, Placement and Evaluation

District and school personnel will follow the same procedures outlined for English language learners (as appropriate) to ensure that:

- Migrant students' English language proficiency and academic proficiency is assessed.
- Parents/guardians of migrant students will receive notification of the assessment results and program placement.
- Migrant students will receive appropriate grade and/or language instruction.
- Migrant students' academic progress is assessed annually.

Homeless Students

I. Definition

The McKinney-Vento Education for Homeless Children and Youth Act provides a definition of homeless children and youths to be used by state and local educational agencies (LEAs). It defines **homeless children and youths** to be those who lack a fixed, regular, and adequate nighttime residence. Under the larger umbrella of lacking a fixed, regular, and adequate nighttime residence, the law also provides several examples of situations that meet the definition. The examples include children and youths sharing housing due to a loss of housing, economic hardship, or a similar reason such as:

- living in hotels, motels, trailer parks, or camping grounds due to a lack of alternative adequate housing;
- living in emergency or transitional shelters;
- abandoned in hospitals;
- living in a public or private place not designated for, or normally used as, a regular sleeping accommodation for human beings;
- living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar places;
- Utilities, infestation, mold, and danger should be considered when determining substandard housing

- living in one of the above circumstances and who are migratory according to the Definition in Section 1309 of the Elementary and Secondary Education Act of 1965 [42 U.S.C. § 11434a(2)]

II. Procedures for Identification of Homeless Students

A. Identification:

Upon review of registration information, the school administrator or designee will notify the district Homeless Liaison of the potential homeless student.

- See *Homeless Survey & Determination Forms*
- Consultation with School-based Homeless Liaison
- Determination of needs

B. Registration

District and school personnel will work with parents and guardians to ensure appropriate educational and support services are provided to the student. Each LEA shall, according to each child's best interest:

- Continue the student's education in the school of origin for the duration of homelessness, and until the end of the academic year in which the student becomes permanently housed; OR
- Enroll in any public school that housed students living where the student is living are eligible to attend;
- (School of origin is the school attended when permanently housed or school last enrolled);

If a dispute arises over eligibility, school selection, or enrollment in a school (including full participation):

- The student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute (including all available appeals).
- The parent, guardian or unaccompanied youth must be provided a written explanation of decisions made by the school, LEA or SEA; and

C. Child-Centered; Decision-Making Process

Student-centered factors, including the impact of mobility on achievement, education, health, and safety, shall be considered upon the decision-making process.

- If a dispute arises, the appropriate district personnel (Homeless Liaison, Foster Care Contact, and/or Superintendent Designee) shall be notified of the dispute details and shall initiate the appeal process. (See *Dispute Notification Form & Dispute/Enrollment Resolution Form*)

Foster Care Students

Legislation and Guidance

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015. Amending the Elementary and Secondary Education Act. For the first time, federal education law requirements emphasize school accountability and success for youth in foster care.

New requirement implementation:

ESSA amended section 725 of the McKinney –Vento Homeless Assistance Act, removing children “awaiting foster care placement” from the definition of “homeless children and youth” for the purposes of the Education for Homeless Children and Youth Program. Beginning December 10, 2016, the State Education Agency (SEA) and Local Education Agency (LEA) must meet Title I requirements for children awaiting foster care placement.

ESSA requires the collaboration between LEAs and state child welfare agencies. ESSA emphasizes the importance of limiting educational disruption of children placed in foster care who move due to entering care or changing placements by mandating that the child remain at their schools of origin unless determined by the LEA and state welfare agency that changing schools is in the child’s best interest/

Education Agency Responsibility:

Districts must collaborate with MDCPS to implement the educational stability provisions for students in foster care. Districts should work closely with MDCPS during the best interest determination, to ensure that processes and procedures are in place to meet the unique needs of students in foster care including:

- Students in public preschool: district must meet the educational stability requirements for children in foster care who were enrolled in preschool at their time of placement in a foster home.
- English Language Learners (ELLs) – students identified as having limited English Proficiency in speaking, listening and writing English through procedures established by school districts. Title VI and Equal Educational Opportunities Act of 1974 (EEOA) require public schools to ensure that all ELLs, including those in foster care, can participate meaningfully and equally in educational programs.

I. Point of Contact (POC):

A. The Point of Contact at the District level will be the **Federal Programs Director.**

The roles of the District Point of Contact:

- Coordinating the implementation of the Title I, Part A provisions, as it relates to Foster Care provisions outlined in the Every Student Succeeds Act;
- Leading the development process for making the best interest determination;
- Documenting the best interest determination;
- Facilitating data sharing with the MDCPS consistent with Family Education Rights to Privacy Act and other privacy protocols;
- Developing and coordinating local transportation procedures;
- Managing the best interest determinations and transportation cost dispute;
- Coordinating and implementing the child's IEP if applicable. If the child is a child with a disability the school of origin should collaborate with the new school to ensure services begin day one.

B. The School Points of Contacts will be the **School Counselor(s) and/or Principal Designee.**

The role of the School Point of Contact:

- Notify District Point of Contact of a Student in Foster Care Enrollment at school serving;
- Facilitating the transfer of records for immediate enrollment;
- Ensuring that children in foster care are enrolled in and regularly attending school;
- Coordinating and implementing the child's IEP if applicable. If the child is a child with a disability the school of origin should collaborate with the new school to ensure services begin day one.

II. Best Interest Determination

The LEA and MDCPS must collaborate to determine or ensure a determination is made whether it is in the child's best interest to remain in his/her school of origin.

III. School of Origin: The school in which a child is enrolled at the time of initial foster care placement or at the time a change in foster care is made.

The custodial agency must notify the school and district within one day of a child being placed in foster care or of a change in the foster child's living arrangement. A district must ensure that a child in foster care remains in his or her school of origin unless a determination is made that it is not in the best interest of the child to do so. All factors surrounding the child must be taken into consideration. There is flexibility in determining which factors should be considered as part of evaluating the appropriateness of the current educational setting, to make holistic and well-informed decisions based on a variety of student -centered factors:

- Students' participation in specialized instruction (e.g. gifted programming, career and technical education program, College Credit Plus, Advanced Placement).
- The availability of required special education and/or related services in a school other than the school of origin when the student has an identified disability under IDEA or Section 504.
- The availability of language services in a school other than the school of origin when the student has been identified as an English Language Learner pursuant to Title VI and the Equal Educational Opportunities Act;
- The student's ability to earn full academic credit, the ability to proceed to the next grade, or the ability to graduate on time;
- School climate, peer support, supportive adults, and involvement in extracurricular activities;
- The availability and quality of the services in the school to meet the child's educational and socio-emotional needs;
- The impact the commute to and from school would have on the student, based on developmental functioning. For children with disabilities, the Fostering Connections Act, and Individuals with Disabilities Education Act (IDEA) federal requirements are to be factored in when determining best interest; and
- The cost of transportation or the appropriate services should not be a consideration when determining a child's best interest.

The custodial agency should inform the student's school and district the next school day when there is an out of home placement or change in placement. This process will ensure the LEA has the correct information.

The LEA must update the student database and contact information for student upon

services and interventions (e.g. counseling, school-based health services) for the student.

When it is not in the best interest of the child to remain in his or she school of origin, a child must be immediately enrolled in his or her new school even if the students does not have the necessary documentation for enrollment.

IV. Student Records:

A. The following procedure should be followed as it pertains to student records:

1. The enrolling school must contact the student's prior school for relevant records the same day as the student's arrival.
2. The local MDCPS is responsible for providing pertinent information regarding the child's age, grade, and academic history to aid the LEA in placing the student in an appropriate classroom setting until full student records can be obtained.
3. When the enrolling school does not know the student's grade, grade- level assessments must be utilized to determine a student's placement until the LEA receives the student's records.
4. The new school must request the student's records form the school of origin the same day as enrollment. The school of origin is expected to provide the student records to the new school within one (1) school day of the request.
5. The MDCPS and the LEA have five (5) days from the date of child's placement in foster care or change in the child's living arrangement to finalize a best interest determination, except emergency removal situations. During this period, the child is to remain enrolled in his or her school of origin.

B. Academic Credit and Grades

Foster Care students who enroll in the Yazoo County School District will receive credit for full or partial coursework satisfactorily completed while attending prior schools – even if the school is in a different state or district. The district will consult with the student's prior school in reference to the student's coursework at the school, formally and informally evaluating the student's current mastery of

courses partly completed in a prior school, awarding partial credits and offering credit recover courses.

V. Transportation

- Any child in foster care needing transportation to their school origin must promptly receive transportation services.
- If the child remains in their school of origin and moves outside current school's attendance zone, the LEA must collaborate with the local MDCPS to develop and implement clear written transportation procedures in accordance with 34C.F.R. §299.13(c)(1)(ii). The two entities must establish a system that expedites transportation for children placed in foster care.
- In the event of a dispute between the LEA and MDCPS concerning the cost of transportation, the two entities must consider what is in the best interest of the student. IF the disagreement continues, the cost will be divided equally between the LEA and MCCPS.
- The dispute shall be brought before the state appointed POCs (Toni Kersh, MDE and Julie Propst, MDCPS). Current transportation expenses will remain in effect until a decision is reached.

VI. Guide to Determine Student's School Placement

- How long has the student attended this school? How well is he or she performing academically?
- How many schools has the student attended over the past few years? This year? How have past school transfers impacted the student?
- How is the current school serving the student's academic needs, including gifted or special education, vocational opportunities, and other interests? How could the new school serve these needs?
- What are the student's academic and career goals? How would changing schools affect the student's ability to earn full academic credit, proceed to the next grade, graduate on time or receive an industry credential?
- How is the current school serving the student's social, emotional, and cultural needs? Does the student access school-based supportive services? How could the new school serve these needs?
- Describe the nature, quality, and duration of the student's relationships in the current school. Specifically consider whether the student has a

- meaningful and supportive relationship with an adult at the school of origin. Consider where the student's siblings go to school, if applicable.
- Does the current school climate support the student's needs? Does the student have peer support? Is he or she involved in extracurricular or other activities?
 - Is the student's new living arrangement expected to be short- or long-term? How is this impacted by the school selection?
 - How would the commute to the current school impact the student? Consider the child's age and developmental functioning as well as the length of the commute with various modes of transportation (e.g., car, school bus).
 - Note: The cost of transportation cannot be a factor when determining best interest.
 -
 - If the student must change schools, is it possible to time the transfer so that it coincides with the end of the quarter/semester/school year or following an event that is significant to the student? Consider the academic calendars of the new school and the current school.
 - What other factors did the team consider when making this decision?

See Foster Care School Placement Form

Appendix

English Learner Forms

1. Home Language Survey (MDE)
2. *Home Language Survey (YCSD)
 - *Spanish
 - *Arabic
3. *Student Eligibility for Program Placement
4. *English Learner Program Placement (2 Pages)
5. *Program Description
6. *Parent-Teacher Conference Notification
7. *Parent Participation
8. *Language Service Plan (2 Pages)
9. Exit/Monitor Status Documentation

Migrant/Immigrant Forms

10. Migrant Education Policy Summary & MS Migrant Education Service Center Contact
11. Migrant Education Service Center Survey (English & Spanish)
 - English
 - Spanish
12. *Migrant Education Program Eligibility
13. *Title III Immigrant Grant Services Information for Parents

Homeless Student Forms

14. Homeless Survey/Interview
15. Homeless Determination

Foster Care Student Forms

16. *Foster Care Placement
17. Foster Care Transition Determination

Dispute/Resolution Forms

18. *Placement Appeal
19. Decision Dispute (LEA Level)
20. Dispute/Enrollment Resolution
21. Decision Dispute (State Level)

**Available on TransACT*



HOME LANGUAGE SURVEY FOR K-12 SCHOOL DISTRICTS

STUDENT INFORMATION

Name of Student: _____ Grade: _____
Last Name First Name Middle Name

Date of Birth: _____ School: _____ Gender: _____

1. What is the dominant language **most often** spoken by the student?

2. What is the language **routinely** spoken in the home, regardless of the language spoken by the student?

3. What language was **first** learned by the student? _____
4. Does the parent/guardian need **interpretation** services? Yes _____ No _____ If so, what language?

5. Does the parent/guardian need **translated** materials? Yes _____ No _____ If so, what language?

6. What was the date the student first enrolled in a school in the United States? _____
MM/YYYY
7. In what country was the student born?

Date (MM/DD/YYYY)

Parent / Guardian Signature

DISTRICT USE ONLY

Designated English Learner on the Las Links Screener

DOCUMENTATION OF LAS LINKS SCREENER FOR STUDENT

Date of LAS Links Screener	Speaking Score	Listening Score	Reading Score	Writing Score	Composite Score

Yazoo County School District

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 Attended _____
 Name of School _____ State _____ Dates Attended _____
 Name of School _____ State _____ Dates Attended _____
3. What language is spoken by you and your family most of the time at home? _____
4. If available, in what language would you prefer to receive communication from the school? _____
5. Please check if your child is:
 A. Native American Indian C. Native Pacific Islander
 B. Alaska Native D. Native U.S. Virgin Islander
6. Is your child's first-learned or home language anything other than English? Yes No

If you responded "Yes" to question number 6 above, please answer the following questions:

7. What language did your child learn when he/she first began to talk? _____
8. What language does your child most frequently speak at home? _____
9. What language do you most frequently speak to your child? (Father) _____
 (Mother) _____
10. 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	

Por favor responda
en inglés

Yazoo County School District

ENCUESTA DE IDIOMA DOMESTICO

Spanish

Home Language Survey

Nombre del alumno: _____ Fecha de nacimiento: _____ Sexo: Masculino Femenino

Nombre de los padres/apoderado: _____

Dirección: _____

Teléfono de la casa: _____ Teléfono del trabajo: _____

Escuela: _____ Grado: _____ Fecha: _____

1. ¿Nació su hijo/a en Estados Unidos? Sí No
De ser así, ¿en qué estado? _____
De no ser así, ¿en qué país? _____

2. ¿Ha asistido su hijo/a a alguna escuela de Estados Unidos durante tres años cualesquiera de su vida? Sí No
Si la respuesta es afirmativa, indique el nombre de la escuela (o escuelas), estado, y fechas de asistencia:
Nombre de la escuela _____ Estado _____ Fechas de asistencia _____
Nombre de la escuela _____ Estado _____ Fechas de asistencia _____
Nombre de la escuela _____ Estado _____ Fechas de asistencia _____

3. ¿Qué idioma habla usted y su familia con más frecuencia en el hogar? _____

4. Si hay a disposición, ¿en qué idioma le gustaría recibir la comunicación de la escuela? _____

5. Marque si su hijo(a) es:
A. Indio americano nativo C. Nativo de las islas del Pacífico
B. Nativo de Alaska D. Nativo de las Islas Vírgenes de EE.UU.

6. ¿Es el idioma primario de su hijo(a) o el que se habla en el hogar distinto al inglés? Sí No

Si su respuesta a la pregunta 6 es "Sí", responda las siguientes preguntas:

7. ¿Qué idioma aprendió su hijo cuando recién comenzó a hablar? _____

8. ¿Qué idioma habla en casa su hijo(a) con más frecuencia? _____

9. ¿En qué idioma le habla con más frecuencia a su hijo(a)? (Padre) _____

(Madre) _____

10. Describa el idioma que su hijo(a) entiende. (Marque sólo uno)
A. Entiende solamente el idioma del hogar y no inglés.
B. Entiende mayormente el idioma del hogar y algo de inglés.
C. Entiende el idioma del hogar y el inglés por igual.
D. Entiende inglés mayormente y algo del idioma del hogar.
E. Entiende inglés solamente.

Firma del padre o tutor

Fecha

OFFICE USE ONLY

Student ID #	Date Distributed	Date Received	

إسم الطالب / الطالبة: _____ تاريخ الميلاد: _____ الجنس: ذكر أنثى
إسم الأم / الأب / ولي الأمر: _____
العنوان: _____
هاتف المنزل: _____ هاتف العمل: _____
المدرسة: _____ الصف: _____ التاريخ: _____

نعم لا

1. هل ولد طفلك في الولايات المتحدة الأمريكية؟

إذ كان الجواب نعم، في أي ولاية؟

إذا كان الجواب كلا، في أي دولة؟

نعم لا

2. هل التحق طفلك بأي مدرسة في الولايات المتحدة لأي مدة ثلاث

سنوات خلال حياته؟

إذا كان الجواب نعم، يرجى ذكر أسماء المدارس والولاية وتاريخ الإلتحاق:

اسم المدرسة _____ الولاية _____ تاريخ الإلتحاق _____
اسم المدرسة _____ الولاية _____ تاريخ الإلتحاق _____
اسم المدرسة _____ الولاية _____ تاريخ الإلتحاق _____

3. بي لغة تتحدثها أنت وأسررتك معظم الوقت في المنزل؟

4. إذا كان هناك إمكانية، في أية لغة تفضل استلام المراسلات من المدرسة؟

5. يرجى التأشير على انتماء طفلك العرقي:

A. الهنود الأمريكيين الأصليين
B. سكان ألاسكا الأصليين
C. سكان الجزر الباسيفيكية الأصليين
D. سكان الجزر العذراء الأمريكية الأصليين

نعم لا

6. هل كانت أول لغة تعلمها طفلك في البيت غير اللغة الإنجليزية؟

إذا أجبت بـ «نعم» على السؤال رقم 6 أعلاه، يرجى الإجابة على الأسئلة التالية:

7. أي لغة تعلمها طفلك في البداية عندما بدأ يتكلم / تتكلم؟

8. ما هي اللغة التي يتكلمها طفلك أكثر في البيت؟

9. ما هي اللغة التي تستعملها أنت أكثر عندما تتحدث مع طفلك؟ (الأب)

(الأم)

10. يرجى وصف اللغة التي يفهمها طفلك. (أشر على واحدة فقط)

- A. يفهم فقط اللغة التي تستعمل في المنزل ولا يفهم اللغة الإنكليزية.
B. يفهم معظم اللغة التي تستعمل في المنزل وبعض من اللغة الإنكليزية.
C. يفهم اللغة التي تستعمل في المنزل وأيضاً اللغة الإنكليزية على السواء.
D. يفهم أكثر اللغة الإنكليزية وبعض من اللغة التي تستعمل في المنزل.
E. يفهم فقط اللغة الإنكليزية.

توقيع الأهل أو ولي الأمر

التاريخ

OFFICE USE ONLY

Student ID #	Date Distributed	Date Received	

Please Respond
in English

English
Determination of Student Eligibility
for Program Placement

Yazoo County School District Determination of Student Eligibility for Program Placement

Name of Student: _____ Date: _____
(mm/dd/yyyy)

School: _____ Grade: _____

Dear Parent or Guardian:

You completed a Home Language Survey when your child registered for school. On that form you indicated that a language other than English is spoken by your child or in the home. Based on this information, the school gave your child a test to determine his or her eligibility for placement in English Learner Services provided by funding from Title I, Title III, or both.

We used _____ (name of test) to test your child's English language abilities in:

- speaking reading writing listening
- and we used other information, such as 1) previous education and social experiences, 2) written recommendations and observations by school staff that teach your child, 3) an Eligibility Placement Committee meeting, 4) mastery of basic skills in English and their home language, 5) grades from current or previous years, or a combination of these.

Based on your child's results we:

- recommend that your child be placed in English Learner Services provided by Title I, Title III, or both if both are available.
- do not recommend English Learner Services provided by Title I or Title III for your child because your child does not qualify for these services.

If your child is placed in English Learner Services, we feel these services will help your child do well in school and meet graduation requirements. Please sign below where indicated and return this notice to your child's school.

Thank you for your interest in the quality of your child's education. Please contact us if you have any questions or if you do not wish to have your child placed in the program.

_____	_____
Name	Title
_____	_____
Phone	Email Address

Eligibility Placement Committee (if applicable):

Name: _____	Signature: _____	Title: _____	Date: _____ (mm/dd/yyyy)
Name: _____	Signature: _____	Title: _____	Date: _____ (mm/dd/yyyy)
Name: _____	Signature: _____	Title: _____	Date: _____ (mm/dd/yyyy)
Name: _____	Signature: _____	Title: _____	Date: _____ (mm/dd/yyyy)

Parent or Guardian: Please complete the section below and return the entire form to your child's school

Name of Parent or Guardian: _____ Signature: _____

Phone: _____ Email: _____

Yazoo County School District
English Learner Program Placement

Initial Placement Continuing Placement

Name of Student: _____ Date: _____
(mm/dd/yyyy)

School Location: _____

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child's proficiency in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English learner and other important information. Here is the information included in this letter:

- Your child's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: _____ Title: _____

Email: _____ Phone: _____

Do you need an interpreter? Please tell us and we will make sure one is available.

Your child will receive instruction in our school district's English Learner Services that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is _____ (number of years). The high school graduation rate for students receiving English Learner Services is _____ %. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

Yazoo County School District

English
English Learner Program Placement

The name of the English proficiency test your child took is:

- _____
(Test used to measure level of English proficiency)
- _____
(Test used to measure level of English proficiency)

Your student's Level of English Proficiency is: _____ The highest score possible is: _____

The level needed to be proficient in English and exit English Learner Services is:

If applicable, your child's level of academic achievement was measured using the following test(s):

- _____
(Test used to measure level of academic achievement)
- _____
(Test used to measure level of academic achievement)

Your student's Level of Academic Achievement is: _____

The method of instruction used in your child's English Learner Services is:

- Bilingual, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs:** Instruction is provided in both English and your child's home language.
- Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.
- Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English:** Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.
- Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.
- Other:** _____

- Your child's English Learner Services are not the district's only English Language Development Program. Additional information about your child's English Learner Services and, if available, other district language programs is attached.

Please contact the person below or _____ if you would like to request: (a) immediate removal of your child from the English Learner Services provided by Title I, Title III, or both; (b) options available for your child if you decline the English Learner Services offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: _____ Title: _____

Email: _____ Phone: _____

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Yazoo County School District Description of Programs

The goal of the district's English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district's English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for _____ years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child's Program:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: Yes No

English Language Used in Instruction: Yes No

Program Exit Criteria:

Description of Other Available English Learner Services:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: Yes No

English Language Used in Instruction: Yes No

Program Exit Criteria:

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

**Yazoo County School District
Parent Participation Form**

English
Parent Participation Form

Meeting Date: _____ (mm/dd/yyyy)
Time: _____
Meeting Location: _____

- The district can provide childcare for this meeting.
- The district can provide transportation for this meeting.
- An agenda for the meeting is attached.

Please return this completed form to your child's teacher by this date _____ (date).

Parent or Guardian: Please complete the section below and return the entire form to your child's teacher.

Name of Student: _____ Date: _____
(mm/dd/yyyy)
Name of Parent: _____ School: _____

Please mark all boxes that apply to you:

- I can attend the meeting.
- I can attend the meeting, but I have transportation difficulties. If the district can provide transportation (see above if district can or cannot provide transportation), I am requesting transportation assistance.
- I can attend the meeting, but I have childcare responsibilities. If the district can provide childcare (see above if district can or cannot provide childcare), I am requesting child care assistance.
- I cannot attend the meeting.

Please provide the following information:

Phone: _____
Address: _____
Number of children needing childcare during the meeting: _____

Thank you for making sure your child succeeds in school.

Please indicate if you need the following assistance while attending the meeting:

- Oral Interpretation: Language: _____
- Interpreter: Sign language
- Other: _____

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	

Yazoo County School District (8200)
Language Service Plan for Student with Limited English Proficiency
 Required under Federal Law (Title III, Sec 3302, Elementary Secondary Education Act)

GENERAL DATA

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

ACADEMIC HISTORY PRIOR TO ENTERING (NAME) DISTRICT

Age Started School		Years in Preschool/K		Years in 1-5		Retained in grades	
Last Grade Completed		Interrupted Education		Limited Schooling		No formal Schooling	
Has the student been referred for Special Education?				Does the child have an IEP?			
School Attended	City/State/Country	School Year	Grade	Age	Language of Instruction		
ACADEMIC ACHIEVEMENT LEVEL HISTORY							
Subject	Below level	On or Above level	Method used to determine Level	Information not available			
Math							
Reading							
Writing							

DISTRICT/SCHOOL DATA

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

LANGUAGE PROFICIENCY TEST INFORMATION

Test	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
LAS LINKS Speaking															
LAS LINKS Listening															
LAS LINKS Reading															
LAS LINKS Writing															
Composite SCORE															

ESL SERVICE

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

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

_____ District
 Language Service Plan (Date)

Date of entry to an English Speaking School		
Student will participate in:		
	LAS LINKS Screener	
X	Annual English Language Proficiency Assessment (LAS LINKS)	
X	State-Required Assessment and Accountability Program	
Accommodations will be Provided *		
X	Accommodations will no longer be provided when the student's English Language Proficiency (ELP) levels have reached a composite score of 28 or above and proficient on the MAP Language Arts or passing on the SATP2/MAP English II.	

Testing Accommodations/Modification

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

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

INSTRUCTIONAL METHODS IN THE REGULAR CLASSROOM

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

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

*Strategies that can be used on State Assessments

ENGLISH INSTRUCTIONAL PLAN

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

Persons involved in the development of the Language Service Plan:

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

District
Language Service Plan (Date)

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

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

STUDENT NAME		DATE OF BIRTH	
PARENT/GUARDIAN NAME			
PHONE	(home)	(work)	(cell)
HOME/SCHOOL COMMUNICATION to parent/guardian requested in:		<input type="checkbox"/> English OR <input type="checkbox"/> Native Language: _____ <input type="checkbox"/> Oral OR <input type="checkbox"/> Written	
PERSON RESPONSIBLE FOR COMPLETING THIS FORM			
YEAR 1	YEAR 2	YEAR 3	YEAR 4

EL EXIT INFORMATION				
EXIT Eligibility Date				
To be eligible for exit from EL status, students must earn a 4 or 5 on the Reading, Writing, and Overall on the LAS Links assessment. Criteria determining exit from EL status (scores from the ELPT):				
				Date of test:
LISTENING	SPEAKING	READING*	WRITING*	OVERALL*

MONITORING											
Start Date		Date of Parent Notification		Expected date for CONCLUSION OF MONITOR STATUS <i>(Minimum of 4 years)</i>							
REPORT CARD AND STATE ASSESSMENT RESULTS											
YEAR 1					YEAR 2						
Grade level:		School Name:			Grade level:		School Name:				
		Q1	Q2	Q3	Q4			Q1	Q2	Q3	Q4
ELA						ELA					
Math						Math					
Science						Science					
Social Studies						Social Studies					
Other						Other					
Other						Other					
State Assessment Results:						State Assessment Results:					
Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No						Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No					

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

MONITORING, continued										
Start Date		Date of Parent Notification		Expected date for CONCLUSION OF MONITOR STATUS <i>(Minimum of 4 years)</i>						
REPORT CARD AND STATE ASSESSMENT RESULTS										
YEAR 3					YEAR 4					
Grade level:		School Name:			Grade level:		School Name:			
	Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4	
ELA					ELA					
Math					Math					
Science					Science					
Social Studies					Social Studies					
Other					Other					
Other					Other					
State Assessment Results:					State Assessment Results:					
Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No					Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No					

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

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

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

Mississippi Migrant Education Service Center Policies for Qualifying Migrant Children

1. When a child enrolls in your school district, have the child's parent complete the Migrant Education Program (MEP) agricultural survey to see if they may possibly qualify for the MEP.
2. Once the survey is returned to your school, it is best if you contact the local recruiter so he or she can pick it up. This will ensure prompt identification and recruitment. You may also fax or mail it to:

Gabby Davis, Director
Mississippi Migrant Education Service Center (MMESC)
P.O. Box 1575
Mississippi State, MS 39762
Phone: (662) 325-1815
Fax: (662) 325-0864

3. The MMESC recruiter will contact the family to conduct a formal interview to determine program eligibility.
4. Post the interview, the MMESC will contact the school and inform them of whether or not that child qualifies as migrant.
5. The child, whether determined migrant or not, should be tested for Title III, Part C ELL (if needed) and evaluated to determine which other Title I/Title X programs he/she qualifies for.
6. The MMESC will continue to work with the school to monitor the child's academic progress and will need to be made aware of any specific needs of the child to better designate services that the MMESC can provide or refer the child's parents to.



MISSISSIPPI STATE
UNIVERSITY™

Kevin Johnson

Recruiter

Mississippi Migrant Education Service Center

P.O. Box 1575
Mississippi State, MS 39762
mmesc.msstate.edu

Phone: 323.440.2466
Fax: 662.325.0864
kajohnson@colled.msstate.edu

Mississippi Migrant Education Service Center Family Survey










Dear parents or guardians,

In order to better serve your children, the school district is collaborating with the Migrant Program to identify students who may qualify to receive additional educational services. Please answer the following questions and return the form to your child's school as soon as possible. The information provided below will be kept confidential.

Name of the student: _____ Date: _____
 Address _____ County: _____
 School: _____ Grade: _____

How long have you lived at this address? _____ years _____ months

In the last three years, have you, or anyone in your family worked at any of the jobs in the pictures? YES or NO
If you marked YES, please mark (X) all the jobs that apply.

 Preparing the land for planting and cultivating vegetables, fruit, sweet potatoes, etc. <input type="checkbox"/>	 Cutting or picking fruit or vegetables <input type="checkbox"/>	 Processing fruit or vegetables <input type="checkbox"/>	 Planting trees, or plants. Working at a Green house <input type="checkbox"/>	 Working at a dairy farm or at a ranch <input type="checkbox"/>
 Fishing work <input type="checkbox"/>	 Working at a poultry farm <input type="checkbox"/>	 Processing meat at a poultry or any meat processing plant <input type="checkbox"/>	 Cotton Gin work <input type="checkbox"/>	Another similar type of work. Please explain: _____ _____ _____

Name of parent/guardian: _____

Phone numbers to be reached: _____

Best times to call: _____

Please list all your children living with you who are younger than 22 years.

Name	Last name(s)	School (If they are enrolled)	Grade	Date of Birth

Mississippi Migrant Education Service Center
Encuesta para Padres de Familia

Estimados padres de familia,
Para mejorar los servicios de sus hijos, el distrito escolar está colaborando con el programa para migrantes para identificar a los estudiantes que pudieran calificar para recibir servicios educacionales adicionales. Toda la información proporcionada será mantenida totalmente confidencial. Por favor responda las siguientes preguntas y regrese esta forma a la escuela de su hijo/hija lo más pronto posible.

Nombre del estudiante: _____ Fecha: _____
Domicilio: _____ Condado: _____
Escuela: _____ Grado: _____

¿Cuánto tiempo tienen de vivir en este domicilio? _____ años _____ meses
En los últimos 3 años, ¿usted o alguien de su familia ha trabajado en alguno de los trabajos en las fotos? SÍ o NO
Si eligió SÍ, por favor marque (X) en todos los trabajos de abajo que apliquen.

 Preparando la tierra para plantar y cultivar verdura, fruta, camote, etc. <input type="checkbox"/>	 Cortando o pizcando fruta o verdura <input type="checkbox"/>	 Procesando fruta o verdura <input type="checkbox"/>	 Plantando árboles o plantas o trabajando en un vivero <input type="checkbox"/>	 Trabajando en una lechería o en un rancho <input type="checkbox"/>
 Trabajando en la pesca <input type="checkbox"/>	 Trabajando en granjas de aves <input type="checkbox"/>	 Procesando carne en pollerías o en una planta de matanza <input type="checkbox"/>	 Moliendo algodón <input type="checkbox"/>	<p>Otro trabajo similar. Favor de explicar:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Nombre del padre/guardián: _____
Números de teléfono para poder llamarle: _____
Mejor hora para comunicarnos con usted: _____

Por favor anote todos los niños que residen en el hogar y que son menores de 22 años

Nombre	Apellido(s)	Escuela (si están matriculados)	Grado	Fecha de Nacimiento

Yazoo County School District
Migrant Education Program Certification of Eligibility

English
Migrant Education Program Certification of Eligibility

Date: _____
(mm/dd/yyyy)

Dear Migrant Parent or Guardian:

This letter gives you the results of your interview with a Migrant Education Program employee about your child's or children's eligibility for the program. We are pleased to inform you that your child or children are eligible to participate in the Migrant Education Program. Please keep this letter and the copy of the Certificate of Eligibility as documentation of the eligibility date. The Certification of Eligibility is included with this letter.

Children eligible for the Migrant Education Program can receive these services for up to three years. During this time your child or children may receive some of the following services marked in the list below:

- Free and reduced breakfast, lunch, or both
- Migrant Instructional Services
 - Before school tutoring, after school tutoring, or both
 - School supplies
 - Summer programs for students in migratory families
- Migrant Support Services
 - Transportation Assistance
 - Counseling for students in migratory families
- Referrals to community agencies
- Coordination with Title I education programs for disadvantaged students, Title III programs for English learners and immigrant students, and McKinney-Vento programs for students that are homeless
- Priority for Services based on eligibility
- Public school enrollment assistance
- Interpretation and translation assistance
- Help to access health, nutrition, social services, and other educational services
- Family literacy programs
- Parent involvement opportunities

If at any time during the three years of eligibility the family moves from one city to another within the state, please contact the person below. Moving from one city to another may result in your child or children being eligible for these services for a longer period of time. This will allow your child or children to continue to receive services beyond the initial three years. If the family makes a move out of state, this letter and the Certificate of Eligibility form included with this letter should be given to your child's or children's new school. If a Migrant Education Program is available, your child or children should continue to be enrolled in that state's Migrant Education Program.

For families who are migrating across states and need help with education, health, and support services, please contact the National Migrant Education Hotline at 1-800-234-8848.

If you have questions or would like more information, please contact:

Name: _____ Title: _____

Phone: _____ Email: _____

Yazoo County School District
Title III Immigrant Grant Services Information for Parents



School: _____ Date: _____
(mm/dd/yyyy)

Dear Parent or Guardian:

Our school district may be eligible to receive federal funds from of the *Elementary and Secondary Education Act* as amended (2015). One of these grants our district might qualify to receive is designed to help our school provide services to students identified as eligible for Title III Immigrant Grant Services funding. These services are **not** based on a student’s legal immigration status or English proficiency level. Proficiency in a language is a measure of a person’s ability to understand and communicate in that language or in a person’s preferred mode of communication.

Any information collected to determine eligibility for the Title III Immigrant Grant is only used to determine if our district is eligible for these federal funds. It is **not** used to check on legal immigration status in any way. Title III Immigrant Grant services are provided to students that fit a federal education definition. That definition is specific to students who might come from an educational system that is different than the educational system in our school district. The educational definition of an immigrant student is a student:

- That is age 3 to 21;
- Was not born in the United States (including Washington, DC and Puerto Rico); and,
- Has not attended one or more schools in any state for more than 3 full academic years.

If your child fits this definition, your child may be eligible for services provided through this grant.

Title III Immigrant Grant Services funding may be used to provide a variety of services including:

- Family literacy;
- Parent engagement, and training activities designed to help parents to become more involved in their children’s education;
- Support of personnel, including teaching assistants who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- Tutoring, mentoring, and academic or career counseling for immigrant children and youth;
- Identification of teaching materials, educational software, and technology for use with immigrant children and youth; and,
- Providing basic instruction services that are designed to meet the unique needs of immigrant children and youth.

Our district decides which services we will provide using Title III Immigrant Grant Services funds at our annual grant planning meeting. Please contact your child’s school or the school district office at _____ (phone) if you have any questions or concerns.

We look forward to working with you toward the goal of excellence for your child.

Sincerely,

_____ Name

_____ Title

_____ Phone

_____ Email Address

**Yazoo County School District
Homeless Determination Form
Student/Family Interview Questions**

Student _____ Grade _____ B/G LW YCMS YCHS

Parent/Guardian Name _____

Does the parent/guardian/Caregiver own a place of residency in Yazoo County? _____

If no, who does the parent/guardian live with? _____

How long has the parent/guardian/caregiver lived there? _____

Why does the parent/guardian live there? _____

How many children do you have? _____ any pre-school aged? _____

Where does/do the student/child(ren) live? _____

How long has/have the student/child(ren) lived there? _____

Why does/do the student/child(ren) live there? _____

Notes:

Determination:

The parent is homeless. _____ Yes _____ No

Justification:

The child is homeless. _____ Yes _____ No

Justification:

Living Conditions: Mark one.

- Doubled up – living with another family because they are homeless
- Hotel/Motel
- Shelter
- Awaiting foster care
- Unsheltered – cars, parks, campground, etc.

School Homeless Liaison _____

Signature

Date

Revised 10/23/2012

Fax Email To Central Office on _____

**Yazoo County School District
Homeless Determination Form**

1. Presently, are you and/or your family in any of the following situations? Check one box.

Staying in shelter, FEMA trailer, or waiting for foster care placement.

Sharing the housing of others due to loss of housing, economic hardship, similar reason; doubled-up.

Living in a car, park, campground, public space, abandoned building, substandard housing or similar.

Temporarily living in a motel or hotel due to loss of housing, economic hardship or similar reason.

Unknown nighttime residence

2. Unaccompanied Youth: not in the physical custody of a parent or guardian Check one box.

Y. Student(s) is with an adult that is not a parent or legal guardian, or alone without an adult.

N. Student does not meet the definition of "Unaccompanied youth".

3. Pre-School Children: Does the family have any children under the age of 5 years old not currently attending school? Check one box

Y. Family does have a child(ren) of preschool age.

N. Family does not have a child(ren) of preschool age

4. Student(s) Name			M/F	MSIS Number	D.O.B.	Grade	School Name
First	Middle	Last					

The undersigned certifies that according to information provided above, the students listed meet the definition of "Homeless" as stated in McKinney-Vento Act (Subtitle B, Sect. 725) of July 1, 2002.

Print Parent/Guardian Name _____ Signature _____ Date _____

(Area Code) Phone number _____ Street Address _____ City _____ State _____ Zip _____

.....

School Use Only

School Counselor or Administrator: Based on the above information and a brief interview with this family, I attest that to the best of my knowledge they are eligible for benefits under the McKinney-Vento Act:

Print Counselor or School Administrator Name *(required)* _____ Title _____ Signature *(required)* _____ Date _____

Federal Programs Director/District Homeless Liaison Name *(required)* _____ Title _____ Signature *(required)* _____ Date _____

Yazoo County School District
School District Placement Decision

English
<small>Determination of School Placement for a Student in Foster Care Placement Request and Recommendation</small>

Student Name: _____ Date of Birth: _____
(mm/dd/yyyy)

Guardian or Education Decision Maker: _____

Address or Location: _____

Phone: _____ Email: _____

Placement Requested: _____

District and child welfare agency recommended placement: _____

The school district and child welfare agency feel that it is in the student's best interests to attend the school listed above. This decision was made because we believe it is what is best for the child. Here are the reasons for that decision:

You have the right to appeal (ask to change) the placement decision. During an appeal, a student must be immediately enrolled in the school chosen by the student, guardian, or education decision maker while the appeal is being considered.

- I want to appeal the school district's placement decision
- I do not want to appeal the school district's placement decision

Guardian or Education Decision Maker Signature: _____ Date: _____
(mm/dd/yyyy)

Please contact one or both of the following people to begin the appeal process:

District Contact: _____

Phone: _____ Email: _____

Child Welfare Agency contact: _____

Phone: _____ Email: _____

Yazoo County School District
Foster Care Transition Determination Meeting

Child's Name: _____ Date of Birth: _____ Grade: _____ MSIS # _____

- Placement with:
- Contact Number:

District Information:

- District Foster Care Point of Contact**
 - o Gloria Jamison
 - o (662) 746-4671 Ext. 1022
- Case Worker**
 - o
 - o

The custodial agency verifies that:

1. It is in the student's best interest to remain in the school of origin based on the following factor(s):

2. The child is eligible under Title IV- E from then Mississippi Department of Child Protection Services:

Yes _____ No _____

a. If YES, reimbursement for some funding of transportation costs

_____ Will be pursued
_____ Will not be pursued for this reason:

3. The following was executed to identify a no-cost or low-cost transportation service:

The district verifies that there is an existing transportation option that can serve the student's new housing placement. Yes _____
No _____ If, YES, what is that option

The District and Mississippi Child Protection Services agree that the most cost effective transportation is arranged, interim transportation arrangements will be:
These transportation procedures were agreed to on the following date: _____ and will be implemented within five days, by the following date: _____.

Authorized Signature for [Mississippi Child Protection Services]: _____ Date _____

Authorized Signature for [Local Education Agency]: _____ Date _____

Written Notification of Enrollment Decision

To be completed by the parent, guardian, caretaker, or unaccompanied youth when a dispute arises. This information may be shared verbally with the District Homeless Liaison as an alternative to completing this form.

Date: _____

Student(s): _____

Person completing form: _____

Relation to student(s): _____

I may be contacted at (phone or e-mail): _____

I wish to appeal the enrollment decision made by: _____

Name of School: _____

(Write multiple school names if more than one child in a family is requesting placement.)

I have been provided with (please check all that apply):

_____ A written explanation of the school's decision.

_____ The contact information of the school district's local homeless education liaison.

_____ A copy of the state's dispute resolution process for students experiencing homelessness.

Optional: You may include a written explanation in the space below to support your appeal or you may provide your explanation verbally to school personnel.

The school provided me with a copy of this form when I submitted it. _____ (initial)

Written Notification of Dispute/Enrollment Resolution

To be completed by the receiving school when an enrollment request is denied

Date: _____

Name of person completing form: _____

Title of person completing form: _____

Name of school: _____

In compliance with section 722(g) (3) (E) of the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

Name of Parent(s)/Guardian(s): _____

Name of Student(s): _____

After reviewing your request to enroll the student(s) listed above, the enrollment request is denied/accepted.

This determination was based upon:

You have the right to appeal this decision by completing the second page of this notice or by contacting the school district's local homeless education liaison.

Name of local liaison: _____

Title: _____

Phone number: _____

In addition:

- The student listed above has the right to enroll immediately in the requested school pending the resolution of the dispute.
- You may provide written or verbal communication(s) to support your position regarding the student's enrollment in the requested school. You may use the form attached to this notification.

DISPUTE RESOLUTION TO STATE LEVEL POINT OF CONTACT

To appeal the district’s decision to the Mississippi Department of Education and Mississippi Department of Child Protection Services, please complete this form and submit it by the date indicated on the Written Notice you received from the school. You may submit this form by the following methods:

- Scan and email to TKersh@mdek12.org with the subject “Foster Child Dispute Appeal” to Toni Kersh, Mississippi Department of Education, Foster Care Point of Contact;
- OR**
- Return the paper to Toni Kersh, Mississippi Department of Education, Foster Care Point of Contact at 359 N. West Street, Jackson, MS 39201

Student Name: _____

School in which enrollment is sought: _____

I am the educational decision-maker for this student, and I believe the school in which we are seeking enrollment is in the student’s best interest because:

I believe the student has right to attend this school because:

If you would like to provide additional information, please attach it to this form. The student shall remain in the school of origin, receiving all appropriate educational services including transportation, until the dispute reaches its final resolution.

Educational decision maker name: _____

Email: _____

Phone: _____