Attala County School District

English Learners Plan

District EL POC:
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Mission

The mission of the Attala County School District is to become a top ranked learning community that produces lifelong learners.

Vision

The Attala County School District, along with all stakeholders, is committed to producing students that are lifelong learners and successful in the changing world.

We Believe…

- Our chief priority is doing what is best for students.
- All students have the capacity to learn and the right to reach their full potential.
- Students deserve faculty and staff who are caring, competent, and knowledgeable.
- A safe and supportive environment enhances student achievement.
- A quality education is provided through continual evaluation to ensure all stakeholders are growing.

Introduction

The Attala County School District consists of four schools: two elementary schools, two high schools, and a career and technology center. The total enrollment of the district is approximately **1,100** students. Special ethnic population students include blacks, Arabics, Hispanics, and Asian. There are less than **1%** English Learner (EL) students currently enrolled of the district's student population.

Definition of an English Learner (EL)
An EL is a student:

- Who is aged 3-21;
- Who is enrolled or preparing to enroll in an elementary or secondary school;
- Who was not born in the United States OR whose native language is a language other than English;
- Who is Native American or Alaska Native, or a native resident of the outlying areas; and
- who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- Where difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
    - The ability in meeting the State's proficient level of achievement on State assessments described in section 1111(b)(3)
    - The ability to successfully achieve in classrooms where the language of instruction is English; and
    - The opportunity to participate fully in society.

Definition of Immigrant
An Immigrant student:

- is ages 3 through 21;
- was not born in any state or U.S. territory; and
- has not been attending one or more schools in any one or more states for more than three full academic years

The EL program is supported with Federal Title I, Part A funds.

It is the policy of the Attala County School District that no compulsory school-aged individual shall, on the grounds of race, color, disability, sex, religion, or national origin be excluded from the full participation in or be denied the benefits of the educational programs provided by the Attala County School District.

Enrolling English Learners

Attala County Schools will enroll all students regardless of their or their parents' or guardians' actual or perceived citizenship or immigration status.
While the schools may require students or their parents to provide proof of age, a student will not be barred from enrolling because he or she lacks a birth certificate or has records that indicate a foreign place of birth.

The Attala County School District will not require families to provide a social security number to enroll in or attend school. If a school requests a student's social security number it must: 1) inform the family that providing it is voluntary and refusal will not bar the child from enrolling in or attending school, and 2) explain for what purpose the number will be used.

I. Educational Approach and Setting Goals

A. Educational Approach

The mission of the English Learner (EL) program in the Attala County School District is to provide an opportunity for all students to learn basic skills so they can perform their roles as functioning citizens of our community, state, and nation. In addition, all students are given the opportunity to discover and develop their own special talents.

EL students in the Attala County School District are challenged to learn communication skills and to achieve in a language that is not native to them. In addition, they are experiencing and adjusting to diverse educational and cultural settings. The Attala County School District recognizes for students to be successful, they must develop language, academic, and social skills. Furthermore, they must develop an understanding of the school setting and atmosphere.

In accordance with the Attala County School District's mission, the district provides a rich learning environment that is student centered, developmentally appropriate, and research based. Research indicates that EL students learn language by participation in grade-level and challenging curriculum, access to English speaking peers, partnerships between the interventionist and general education teachers, a responsive learning environment for a range of learning styles and skill levels, interactive learning opportunities, higher order thinking skills, and a high-quality English Language Arts Program. The EL program allows students to participate in an age-appropriate regular classroom setting for the majority of instruction. Furthermore, EL students in the Attala County School District are assured of having the best instructional personnel, facilities, and equipment that the school system can provide.

The Attala County School District begins EL instruction in an age-appropriate class. This class allows participation in a challenging curriculum with access to English speaking peers. EL instruction in the Attala County School District utilizes a partnership between the Multi-Tiered System of Support (MTSS) interventionist and the general education teachers. EL students receive instruction in the regular classroom and are provided extra language instruction by the interventionists. The MTSS interventionist works with the students to meet individual learning needs. The MTSS interventionist designs specialized instruction to meet various learning styles, skill levels and higher order thinking skills. The primary goal is to provide each student with the English skills necessary to function

successfully in the academic program. Grade level teachers communicate regularly with the interventionist and counselor to discuss student progress.

B. Educational Goal

The Attala County School District has goals to help students develop competencies in English. Each goal is supported by national learning standards that are applicable to EL students in grades K-12. The Attala County School District believes that by meeting national standards, students will also meet state academic standards, and will make progress annually toward becoming proficient in the English language.

Standard 1

English learners communicate for social, intercultural, and instructional purposes within the school setting.

Standard 2

English learners communicate information, ideas, and concepts necessary for academic success in the area of language arts.

Standard 3

English learners communicate information, ideas, and concepts necessary for academic success in the area of mathematics.

Standard 4

English learners communicate information, ideas, and concepts necessary for academic success in the area of science.

Standard 5

English learners communicate information, ideas, and concepts necessary for academic success in the area of social studies.

II. Procedures for Identifying Potential EL Students

1. The parent, guardian, accompanying adult, or unaccompanied student will complete the district/school enrollment packet, including the Home Language Survey (HLS), proof of residency, proof of required vaccination (*allow up to 90 days to complete*), proof of age as required by MS Code 37-15-9, and immigrant status (*definition provided in enrollment packet*). The HLS must be completed for all new entering students at the time of registration.

2. The school registrar or counselor will assign an MSIS number to the student if he/she does not have one assigned from another school district.

3. The school counselor will collect the information, distribute the information, and notify the EL Coordinator within five days of the potential EL student's enrollment if the HLS indicates a language other than English is the first or home language.

4. The school counselor will notify the EL Coordinator within five days of the potential EL student's enrollment if the enrollment information provided by the parent, guardian, accompanying adult or unaccompanied student indicates a student aged 3-21 was not born in any U.S. state and/or has not attended a U. S. school for more than 3 years.

5. The EL Coordinator will make arrangements for the identified EL student to be screened for language proficiency using the state-approved screening instrument.

6. The EL Coordinator will convene an evaluation team to discuss the results of the language proficiency screener and to determine if the identified EL student qualifies for services.

7. The EL Coordinator and the evaluation team will develop an English Language Learner Student Plan Provide EL services, which will be filed and updated annually or as needed until the student exits EL status. The team will consist of the EL Coordinator, a teacher, a school counselor and a district or school administrator. The team will meet at least bi-annually. Parents/guardians are invited but not required to attend.

III. Procedures for Assessment the Need for EL Services

1. The counselor will assess the student using the state-approved screening instrument, (the LAS Links Placement Test). The test is used to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. A copy of the results will be placed in the student's cumulative folder and sent to the EL Coordinator within 5 days of the assessment. Parental permission is not required for EL testing.

2. No later than 30 days after the beginning of the school year, the counselor will send a letter to the parent or guardian informing him or her of the assessment results. Parents of EL students who were not identified at the beginning of the school year will be notified by letter within the first two weeks of their child being identified. Notification will be in a language parents can understand. Parents may accept or opt out of the services at this time by indicating their preference, signing the form, and returning the form to the school. Even if parents opt out of the services the language needs of the student will be met.

The district will maintain documentation of the following: *(All forms can be found in the appendix section of this manual.)*

1. Criteria for Enrollment of Potential EL Students;
2. Home Language Survey;
3. Parent Consent for Assessment;
4. LAS Links Assessment System;
5. Determination of Student Eligibility;
6. Parent Notification;
7. Program Description;

8. English Language Learner Student Plan;
9. Waiver of Services (Opt Out).
10. Selection of State Assessment;
11. EL Exit from Program;

IV. Procedures for Annually Assessing EL Students

All students classified as EL will be assessed annually using the statewide EL assessment.

1. The District Testing Coordinator (DTC) will attend MDE training sessions for administering the statewide EL assessment and school test coordinators (STC).

2. The DTC will inform counselors of the testing window mandated by the state and will ensure that materials are available for assessing students during the selected window.

3. All EL students will be reassessed in spring using the statewide EL assessment. The counselor will administer the statewide EL assessment according to MDE Office of Student Assessment guidelines and the district test security plan.

4. The DTC will receive copies of the statewide EL assessment reports during the summer and will distribute the reports to the school principal or counselor and EL coordinator.

5. Parents will be notified of the results of the statewide EL assessment within 30 days of school resuming in the fall.

V. Procedures for Exit and Monitoring of EL students

Students may exit the EL program by achieving the following scores on the LAS Link English Language Proficiency Test (ELPT). These are the only criteria allowed for a student to exit the program.

- Overall Proficiency Score – Level 4 or 5 and
- Reading Proficiency Score – Level 4 or 5 and
- Writing Proficiency Score – Level 4 or 5.

Students who have achieved the proficiency levels above and exited the program must be monitored for a period of four academic years. Monitoring for a minimum of four years will consist of the following responsibilities on the part of the counselor:

- contact teacher each semester to determine if the student is adjusting and succeeding academically and sustaining the criteria used to exit from the EL program;
- review grades and progress reports;
- review standardized test scores or pertinent school-level data;

If monitoring shows the student is falling behind as evidenced by classroom work, grade, and/or English language skills, the student will be referred to the EL tutor or provided Tier II interventions, if deemed necessary.

VI. Programs and Services for EL Students

Parents will be notified of their child's determination for services within 30 days of when the student enrolls at the beginning of the school year or within the first two weeks of enrollment if the student enrolls anytime thereafter.

The Attala County School District's EL Program uses pull-out services. Students receive their primary instruction in the regular classroom by the regular classroom teacher. A pull-out program includes methods and services to teach EL students English language skills (i.e. speaking, understanding, reading, and writing of English) and ensures that EL students can participate in the academic and special programs (e.g. social studies, science, music, art, vocational education) offered by the district. In addition, the interventionist will monitor students' academic progress at least three times throughout the school year.

The district has provided and will continue to provide training for general education teachers so that the EL students can effectively participate in classroom activities and comprehend the academic material being presented. Services to EL students are based on individual student needs. Determination is based on the statewide EL assessment results, other academic information, and teacher observation. The amount of time and type of services provided to students is based on individual student needs. Parents are notified of the type of program services available and other options for EL students in a language that the parent can understand. Parents will be notified of their child's academic progress and language proficiency quarterly throughout the school year.

All EL students will be reassessed using the statewide EL assessment. Parents will be notified of the results within 30 days of school resuming in the fall.

VII. Staffing, Training and Resources

The district will provide services through the school interventionist as funding becomes available. EL students in grades K-12 will receive direct instruction from the regular education classroom teachers and tutorial services from the EL tutor.

Training is provided for the regular classroom teachers during the school year as professional development opportunities are available. The amount, type, and schedule of training will be determined each year based on needs of staff and students.
Classroom teachers are qualified in the subject matter they teach and receive training for EL instruction; however, the district will encourage them to obtain the endorsement for English as Second Language by taking the appropriate coursework or Praxis assessment.

Materials and resources, both hard copy and on-line, are provided to meet EL needs. The district is currently utilizing Rosetta Stone English 1 Computer Program to focus on the four areas of language learning:

- Listening Comprehension

- Reading Comprehension
- Speaking and
- Writing.

Other resources include Learning Palette Math, Reading, Language Skills, Test Ready Reading and Vocabulary Practice Skills, Milet English and Spanish Flash Word, Insta Learn Alphabet Number Board, Lakeshore Picture Cards, SRA McGraw-Hill Language for Learning Workbook, Math Blasters, Frank Shaffer Vocabulary Cards, FROGS, Leap Pad, and textbooks to work with the EL students. The EL Coordinator ensures that the purchases support research-based initiatives and will aid the EL students in developing English proficiency and meeting all annual measurable achievement objectives outlined by the Mississippi Department of Education. Resources are purchased based on need and availability of funds.

EL resource materials will be provided for teachers on a needed basis and as funds allow. Professional development will be made available to teachers, interventionists and other staff to attend workshops and conferences to update and improve the district services to EL students and parents.

VIII. EL Students and Other District Programs

The district ensures that administrators, faculty, and staff are kept abreast of regulations and guidelines for EL students. EL students are encouraged to participate in extracurricular and nonacademic activities. No district service or program will be closed to students based on enrollment in the EL program.

Procedures for Participation in the MTSS (Tier) Process:

No district service or program will be closed to EL students on the basis of enrollment in the EL program, including participation in the Tier process. Procedures for participating in the Tier process are the same as for all students; however, interpretation of the score reports, the examination of annual growth on the statewide EL assessment, and consideration of vocabulary in each content area are considered in Tier decisions. EL instruction and program services are considered to be a part of the general curriculum for those students and do not qualify for Tier process interventions. In the event home language assessments are needed to determine EL eligibility for special education placement or other specific programs, appropriate assessments will be obtained. Communication used to notify parents and students of available services take into account language barriers.

Procedures for Participation in Gifted/Special Education:

The district will ensure equal educational opportunities to EL students. The process for referral of an EL student is the same as the process outlined for all students. Identification for any of these programs cannot be made with disregard to the native language, and appropriate measurement instruments will be used.

Procedures for Participation in Athletic or Mississippi High School Activities Association Programs:

The process for referral of an EL student is the same as the process outline for all students:

1. Notify or make the coach (or an administrator or counselor) aware of interest to participate.

2. Meet eligibility requirements established by MDE, MHSAA, and the WMCSD, including a health clearance from a physician and proof of health insurance.

3. Attend try-outs with other students or request a private try-out if entering after the initial try-out period, as allowed by MHSAA rules.

4. If selected to participate based on ability, the student must adhere to all discipline and academic requirements set by MHSAA, the WMCSD, and individual coaches, band directors, or activity sponsors.

* Not all sports or activities have a number of players allowed on the team based on ability. Therefore, a student would simply make the coach aware he/she wishes to participate and follow all practice and game rules as instructed by the coach according to the MHSAA and the Attala County School District's regulations.

IX. Family and Community Engagement

The Attala County School District has a legal obligation to communicate meaningfully with Limited English Proficient (LEP) parents and families and to adequately notify them of information about any program, service or activity called to the attention of non-LEP parents. Successful communication, in a language they can understand, provides LEP parents, guardians, and families with the school-related information they need to make informed decisions about, and be helpful participants in, their children's education. This may include but not be limited to information about language assistance programs, special education and related services, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent or guardian permission for student participation in district or school activities, parent-teacher conferences, parent handbooks, and gifted programs.

X. Program Evaluation, Review and Improvement

Formative assessment of goals and practices will be made, and updates will be presented at Attala County School District's administrative meetings. Pertinent updates will be presented to the school board, as needed.

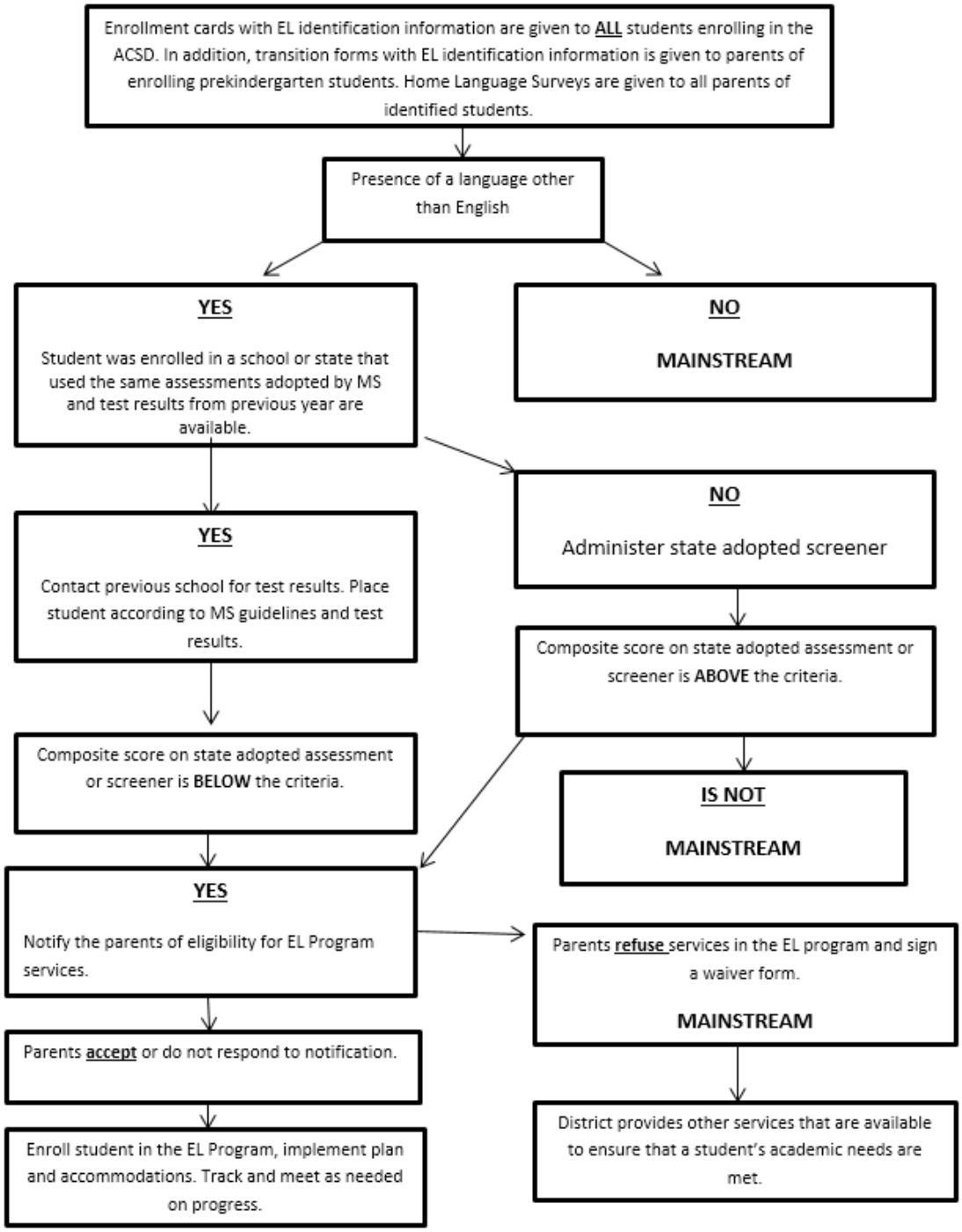
A summative assessment of program goals and all program elements will be conducted annually. Upon receipt of the state assessment results, data will be disaggregated and reviewed to determine the needs of EL students and if the program goals are being met. The program will also be evaluated using the following:

- statewide EL assessment data,
- end of year report cards,
- parent input through surveys or home visit comments,
- EL attendance rates
- EL participation in extracurriculars
- EL discipline/suspension rates
- EL rates in special education and gifted programs

The EL District Plan will be implemented at the beginning of the school year and evaluated by stakeholders during the school year. The plan will be updated and sent to the School Board for approval annually and published in the district's teacher handbooks. A copy of the plan and all forms required for the plan will be given to all schools and district offices. The EL District Plan will be reviewed with parents during district stakeholder and school improvement meetings.

APPENDIX

ACSD ELS PROCEDURES: IDENTIFICATION AND PLACEMENT



***All first-time student enrollment parents must complete this form.**

ATTALA COUNTY SCHOOL DISTRICT

HOME LANGUAGE SURVEY*

The Office of Civil Rights (OCR) requires that LEAs identify Limited English Proficient (LEP) (ELL), (ESL), students in order to provide appropriate language instructional programs for them. Mississippi has selected the Home Language Survey (HLS) as the method for the identification. The HLS must be administered to all students at initial enrollment into the district.

Date		Student Name		Grade	
Date of Birth		Gender		Parent/ Guardian	

1. What is/was the first language your child learned to speak? _____
2. Does the student speak a language(s) other than English? (Do not include languages learned in school.) ☐ Yes ☐ No If yes, specify the language(s): _____
3. What language does your child speak most often? _____
4. What language(s) is/are spoken in your home? _____
5. Was your child born in the United States? ☐ Yes ☐ No
6. When did your child first enter school in the USA? In what state? _____

   Name of School _____ State _____ Dates Attended _____
7. Has the student ever been in a bilingual educational or English as a Second Language ESL program in a school in the U.S.? ☐ Yes ☐ No
8. Did the student exit the program? ☐ Yes ☐ No Exit Date: _____
9. Does the parent/guardian need interpretation services? ☐ Yes ☐ No If Yes, what language? _____
10. Does the parent/guardian need translated materials? ☐ Yes ☐ No If yes, what language? _____

Parent/Guardian signature: _____

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

DISTRICT USE ONLY

☐ Designated English Learner on the LAS Links Screener

DOCUMENTATION OF LAS LINKS SCREENER FOR STUDENT					
Date	***Speaking Score***	***Listening Score***	***Reading Score***	***Writing Score***	***Composite Score***

For additional information please contact Tara Kyle, Federal Programs Director, 662-289-3128.

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

Attala County School District

Parent Consent for
English Language Assessment and Evaluation

Name of Student: _____ Date: _____

School: _____

Dear Parent/Guardian:

We are requesting your consent to assess and evaluate your child's English language skills in the following areas:

- ❑ listening and understanding
- ❑ speaking
- ❑ reading
- ❑ writing
- ❑ other: _____

After the assessment is completed, a decision will be made regarding your child's eligibility and need for an English language development program. You will be notified in writing about any recommended changes in your child's instructional program at school.

Please complete the lower portion of this form return the entire form to:

School Name: _____ Attention: _____

Address: _____ City: _____ State: _____ Zip: _____

Thank you for your interest and involvement in your child's education. Please contact me if you have any questions about this form or the assessment and evaluation of your child.

Sincerely,

_____	_____
Name	Title
_____	_____
Telephone Number	Email Address

Parent/Guardian: Please complete the section below and return the <u>entire</u> form to your child's school.

Written Parental Consent for English Language Assessment and Evaluation

I understand the school is asking my consent to conduct an assessment and evaluation of my child's English skills to determine their eligibility and need for an English language development program.

- ❑ Yes, I give my consent for the proposed English language assessment and evaluation.
- ❑ No, I do not consent to the proposed English language assessment and evaluation of my child.
- ❑ I would like to discuss the proposed assessment and evaluation of my child prior to giving my consent.

Name of Parent/Guardian: _____ Signature: _____

Telephone Number: Email Address:

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	

Parent consent is not required to administer the language proficiency screener. Completion of this form is optional.

EL – Eligibility
12-2018

Attala County School District
Determination of Student Eligibility
For English Language Development Program Placement

Name of Student:_____ Date: _____

School: _____ Grade: _____

Dear Parent/Guardian:

When your child registered for school, a Home Language Survey was completed and indicated that a language other than English is spoken by your child or in the home. Based on this information, the school assessed your child to determine their eligibility for placement in an English language development program. As a result, we:

- ❑ recommend an English language development program for your child.
- ❑ do not recommend an English language development program for your child.

To determine our recommendation, we tested your child's English language abilities in:

- ❑ speaking ❑ reading ❑ writing ❑ listening and understanding.
- ❑ and used other information, such as prior education and social experiences; written recommendations and observations by current and previous instructional school staff; Eligibility Placement Committee meeting; mastery of basic skills in English and their home language; and/or grades from current or previous years.

Based on your child's language abilities in English, your child will be placed in the following program:

- ❑ a regular grade level classroom with instruction in English.
- ❑ an English language development program as described on, "Notification of English Language Development Program Placement", that is either attached or will be shared with you in the near future.
- ❑ Other: _____ .

We feel this program will help your child meet high academic grade level standards and 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.

_____	_____
Name	Title
_____	_____
Telephone Number	Email Address

Eligibility Placement Committee (if applicable):

Name: _____ Signature: _____ Title: _____ Date: _____

Name: _____ Signature: _____ Title: _____ Date: _____

Name: _____ Signature: _____ Title: _____ Date: _____

Name: _____ Signature: _____ Title: _____ Date: _____

Parent/Guardian: Please complete the section below and return the <u>entire</u> form to your child's school.

Name of Parent/Guardian:_____Signature: _____

Telephone Number:_____Email Address: _____

Attala County School District
Notification of English Language Development Program Placement

☐ Initial Placement ☐ Continuing Placement

Name of Student: _____ Date: _____

School: _____

Dear Parent:

Based on your child's English proficiency test scores and level of academic achievement, we are pleased to inform you that your child will receive instruction in our district's English language development program. The goal of our program is to help your child learn English so that she/he will be able to meet age appropriate academic stands for grade promotion and graduation. If your child has a disability and an Individualized Education Program (IEP), improvement in his/her ability to speak and write in English will help meet the objectives of their IP. Please note that your student was identified as having a primary language other than English on the home language survey and therefore is required to participate in the assessment of English language proficiency using the Mississippi adopted LAS (Links) assessment. The following is the results of this assessment.

The method of instruction used in your child's English language development program is:

☐ Bilingual: Instruction provided in both English and your child's home language.

☐ Transitional Bilingual: Instruction provided mostly or all in English adapted to student's level.

☐ Content-based English Language Learner/ English as a Second Language: Instruction is provided in English only and adapted to student's level.

☐ Pull out ELL/ESL: Student leaves his/her English-only classroom during the day for ELL/ESL instruction.

☐ Other: _____

Please contact the person below or _____if you would like to request: (a) immediate removal of your child from the English-language development program; (b) options available for your child if you decline enrollment; (c) assistance in selecting other district programs or instructional methods, if available.

Name: _____ Title: _____

Telephone Number: _____ Email Address: _____

EL – Waiver
12-2018

Attala County School District
Waiver/Refusal of English as a Second Language/Bilingual Program

Date _____

Dear Parent or Guardian:

Your child, _____, has been identified as being eligible for an English as a Second Language/Bilingual program. This determination is based on an assessment of your child's ability to understand, speak, read and write English.

If you do not agree with this determination or do not want your child in this program, please sign the waiver notice below and return it to the school. If you have any questions, please call me at _____.

Sincerely,

_____
Principal or Program Designee

✂ ----------

Waiver/Refusal of English as a Second Language/Bilingual Program

Dear Principal or Program Designee:

- ❑ I do **not** want my child, _____, to be placed in the program.

Name of Parent/Guardian: _____ Date:_____

Signature:_____ Phone:_____

EL-Program
12-2018

Attala County School District
Description of District English Language Development Program(s)

Dear Parent:

Student's Name: _____ Date: _____

School: _____

The goal of each of the district's English language development programs is to help your child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation. Each program identifies the education strengths and needs of your child using instructional methods describe below. It is anticipated your child will continue in an English language development program for _____ years or until he/she is able to successfully transition to a full day schedule that is not tailored for limited English proficient students.

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

Please sign and return to your child's teacher.

Parent Signature: _____ Date: _____

Attala County School District
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 ATTALA COUNTY 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/Spelling				
English				

ATTALA COUNTY SCHOOL 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			

See EL Manual for complete form.

Attala County School District
English as a Second Language
Selection of State Assessment

Student: _____

Date: _____

Time: _____ Location: _____

The team understands that the student named above is a candidate for the ESL state assessment (_____) or the regular state assessment which will assess his/her academic performance in the spring of this school year. The team has reviewed and discussed all collected data and has decided that the student will take:

_____ the state of MS adopted ESL assessment
_____ the state of MS adopted regular assessment

_____ Parent

_____ Federal Programs Director

_____ Counselor

_____ Teacher

_____ District Test Coordinator

_____ Other

Attala County School District
English Language Development Program
Exit Letter

Name of Student:_____ Date:_____

School: _____

Dear Parent,

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

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

Sincerely,

_____ _____
Name Title

_____ _____
Phone Email Address