



# UNION COUNTY SCHOOL DISTRICT

*Building The Future One Child At A Time*

## English Language Service Plan

# Vision of Union County School District

“Building the Future One Child At A Time”

## Mission of Union County School District

The Union County School District is a leader in educational excellence, which strives to provide opportunities for the academic success of its students while inspiring high expectations for all in a safe and orderly environment.

## Purpose of the English Language Service Plan

To provide guidance with the instruction of students identified as English Learners.

## Definition of English Learner (EL)

According to Public Law 107-110, Title IX, Part A, Section 9101, a "limited English proficient" student, also called an English Learner (EL) is defined as a student:

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- who was not born in the United States or whose native language is a language other than English;
- who is a Native American or Alaska Native, or 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
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
  - the ability to meet the State's proficient level of achievement on State assessments;
  - the ability to successfully achieve in classrooms where the language of instruction is English; or
  - the opportunity to participate fully in society.

## Enrolling English Learners

Every public school in the United States is required to provide a free and equitable education to all school age children who live within the boundaries of the local educational agency (LEA), regardless of immigration status. Several laws protect the rights of ELs and their families, particularly during the enrollment process. These protections are provided because many ELs’

levels of transiency and lack of English proficiency make them a particularly vulnerable population.

***Union County School District will enroll all students regardless of their or their parents' or guardians' actual or perceived citizenship or immigration status.***

When enrolling students, Union County School District will NOT request information from students or their parents or guardians in order to deny access to public schools on the basis of race, color, or national origin.

**All potential English Learners residing within the Union County School District will be allowed to attend school, even if they are unable to present a birth certificate, social security number, or immigration documentation. If immunization records are not available from the previous school or doctor, students can begin the immunization series at the local health department.**

## Home Language Survey

A Home Language Survey (HLS) must be completed for each student registering for enrollment in a school in Mississippi. The HLS is a tool given to ***all new entering students*** used to identify students who may not be proficient in English.

The HLS must include the following questions:

- What is the dominant language most often spoken by the student?
- What is the language routinely spoken in the home, regardless of the language spoken by the student?
- What language was first learned by the student?

If any response on the HLS indicates the use of a language other than English by the student or an individual in the home, further assessment using the MDE-adopted English language proficiency screener must be conducted to determine the student's English language proficiency level.

**The completed HLS becomes part of the student's cumulative record and must be available for future reference. A copy of the Union County School District adopted HLS is found at the end of this document.**

## Placement Screener for English Learner Services

Union County School District will use the MDE-adopted English language proficiency screener in order to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. Potential ELs identified by the HLS during registration at the

beginning of the academic year must be assessed for English proficiency within **30 calendar days of enrollment**. Potential ELs who register after the beginning of the academic year must be assessed within **10 school days of enrollment**. The ELPT and its screener assesses the proficiency of students in all four domains (listening, speaking, reading, and writing). Those administering and scoring the screener must be certified teachers and receive some level of training in its administration. The LEA test security plan must describe who will administer and score assessments, and what training is required to ensure valid and reliable results. **The student's original screener must be placed in the student's cumulative record.**

## Parent Notification

Since Union County School District receives Title I or Title III funds, it will provide written notification to parents or guardians of their children's recommended placement in English language services within 30 days of the start of the academic year (or within 10 days for later-arriving students.) Union County School District will provide guidance in a language parents or guardians can understand to ensure parents or guardians understand their child's rights, the range of English language services their child could receive, and the benefits of such services, ensuring the parent or guardian's decision to opt out is informed and voluntary. The notification must include all of the statutorily-required elements, including the right to opt out of all English language services.

## Right to Opt Out of English language services

Any parent or guardian whose child is receiving or eligible to receive English language services has the right to decline or opt his or her child out of any or all English language services. **Union County School District will not recommend that a parent or guardian opt a child out of English language services for any reason.** The LEA must retain appropriate documentation to demonstrate that a parent or guardian knowingly and voluntarily opted his or her EL out of English language services. It is important to note that opting out of English language services does NOT affect a student's ability to participate in any other programs or services, such as special education services. If a parent or guardian decides to opt his or her child out of English language services, that child retains his or her status as an EL, until which time the student exits the program. Union County School District is obligated to take affirmative steps and appropriate action required by civil rights laws to provide the EL meaningful access to its educational program. Thus, Union County School District will periodically monitor the opted-out student's academic progress.

ELs who opt out of English language services must have their English language proficiency accessed yearly during the annual ELPT period. After it is determined that the EL no longer qualifies for English language services, Union County School District will continue to monitor the student for a period of four (4) academic years.

# Placement in a Language Instruction Educational Program

After ELs have been identified using the MDE-adopted English language proficiency screener, Union County School District will provide them with appropriate language assistance services and programs. The primary instruction for ELs will be delivered within the general education classroom.

Union County School District uses a pull-out program to assist students with English language acquisition. **Instruction will be provided by a highly qualified teacher or a tutor under the direction of the EL Director/Teacher.** The Union County School District will make every effort to ensure that the English Learner teacher has the English as a Second Language (K-12) endorsement or be within the process of obtaining the endorsement. Any teacher or tutor providing English language services will meet all oral and communication skill requirements at the time of their employment.

The goal for ELs is that they attain fluency in English, master the state's academic content standards as demonstrated by proficiency on the state's required student assessments, and pass other state required tests. Research related to student placement and retention shows that **ELs should be placed age-appropriately in the mainstream classroom**, providing access to challenging, grade-level content instruction and the opportunity to interact with their English-speaking peers and is considered generally to be the least restrictive educational environment.

At the high school level, credits must be awarded based on transcripts provided by the students/parents/guardians, even if the coursework was taken in another country. If transcripts are in a language other than English, translations must be sought so the credits can be awarded.

## Language Service Plan

The Mississippi Department of Education requires each student designated as an EL to have a Language Service Plan (LSP), which must be updated annually until the student has exited English language services. At which time, student progress will be monitored and documented on the LSP for a period of four (4) academic years.

## Student Evaluation Team

Each school within the Union County School District will create a Student Evaluation Team (SET). The SET is composed of teachers (including the EL teacher), administrators, and parents or guardians. The SET will meet quarterly to evaluate the EL's progress and make necessary adjustments to LSPs. **The original LSP must be placed in the student's cumulative folder and a copy of the LSP must be provided to each teacher who works with the EL.**

Union County School District has adopted the LSP provided by the Mississippi Department of Education which contains the following information:

- Student's demographic information
- Date of first enrollment in a U. S school
- Academic achievements from the previous year
- Yearly ELPT scores
- Classroom accommodations
- State testing accommodations
- Signatures of SET members

## English Language Proficiency Test

The MDE-adopted English language proficiency assessment or English Language Proficiency Test (ELPT) is a secure, large-scale English language proficiency assessment administered to ELs in grades kindergarten through 12th. This assessment is administered annually in the spring to monitor each EL's progress in acquiring proficiency in academic English.

The ELPT incorporates both English Language Arts (ELA) standards of the Mississippi College and Career Readiness Standards and the English Language Development Standards to measure each student's English language proficiency level and growth. The Direct Test Coordinator and/or School Test Coordinator in conjunction with the District EL Coordinator/ Director will ensure the ELPT is given to ALL students identified as ELs as well as follow all guidelines related to the assessment.

## Accommodations on State Academic Assessments

Reasonable accommodations must be provided on assessments administered to ELs. In the current edition of the Mississippi Testing Accommodations Manual, accommodations are available for students who have been designated as English Learners.

If an EL cannot be assessed on the state-mandated ELPT in one or more domains due to a disability, and there is no appropriate accommodation, the student's English language proficiency will be calculated on the domains that can be assessed.

## Exit Criteria for EL Students

On January 19, 2017, the Mississippi State Board of Education revised the ELPT score requirements for ELs to officially exit EL status and enter monitored status. Under the new policy, the student is required to obtain the following proficiency levels on the ELPT:

- Overall Proficiency of 4 or 5, and
- Reading Proficiency of 4 or 5, and
- Writing Proficiency of 4 or 5.

## Monitored Students

After students have exited EL status, school districts must monitor their academic progress for a period of at least 4 academic years. Monitoring must be conducted and documented every quarter, with a Student Evaluation Team (SET) reviewing monitored students' grades, assessments, and other related data.

To re-enroll a student who has entered the monitored status into English language services, it must be determined that language acquisition is the area of deficiency. This is done by reviewing academic progress and the previous ELPT scores. A meeting in which the SET, parents/guardians, and student if appropriate, will take place to discuss the data collected in order to make the best decision for the student regarding additional services. The student may receive additional support from English language services in language acquisition through federal funds, not state funds, if the support is warranted. If evidence collected determines language acquisition is a contributing factor in the student's lack of academic progress, the student will be administered the ELPT screener. The student will only be re-enrolled in English language services if the screener determines that English proficiency was not achieved. If the student re-enters English language services, however, Union County School District will document the reasons why, and must obtain a parent's consent prior to reentry into English language services.

Where there is inadequate progress in an academic area, and language acquisition is not an area of deficiency, the student should receive additional support through the district's Multi-Tier Support System (MTSS). Data will be collected from student progress through Tier II and Tier III Intervention (if necessary) in the specific area of deficiency evident in student learning. If no progress is made, the student should be referred to MET for further evaluation. Communication with the parent is essential through this process, and every attempt must be made to include parents/guardians in all decision-making.

## Grading and Promotion

**As students are working to learn English during the initial stages of language acquisition, it is a violation of their civil rights to retain them due to limited language proficiency.** Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Education Opportunities Act of 1974 (EEOA), schools must ensure that ELs are placed age-appropriately

and can participate meaningfully and equally in educational programs. Districts are required to take steps to ensure that students are not retained solely because they are still in the early stages of learning English. **Initial stages of language acquisition are indicated when an EL receives a Not Proficient Score on the ELPT Screener or a score of 1 or 2 on the ELPT spring assessment in any domain assessed AND the overall composite score.** In order to support ELs in the initial stages of language acquisition, the students must receive extensive language support and classroom accommodations, which may include grade modifications. This information must be noted on their report cards, and accommodations must be shared with the families of ELs to ensure that they have an understanding of true academic performance in English language proficiency. EL teachers are encouraged to provide accurate grades unless an EL is receiving modified grades.

Union County School District has established promotion criteria for students in grades K-8. Grades for ELs will reflect classroom performance with allowable accommodations. It is the desire that English Learners will be able to perform at the same level as their peers; however, lack of English proficiency will impact student performance. ELs who do not meet district criteria for promotion with allowable accommodations are subject to review by the SET committee for promotion decisions. **The SET will review cases based on individual student performance** as measured through academic growth on state and district assessments, reading and/or math achievement, classroom performance, and growth in the ELPT. Determination for retention and promotion will be in the best interest of the EL and will be determined by reaching consensus among the SET, the EL's teacher(s), and the parents. **A letter of retention will be signed by all members in cases and placed in the EL's cum folder where the decision to retain is reached.**

## Placement of Newly Arrived Secondary English Learners

When a student enrolls in a U. S. school for the first time at the secondary level, careful consideration must be given to the student's course schedule to ensure the student has access to a high school diploma. **Every attempt must be made to give credit for classes recorded on a transcript from the school from which they withdrew.** To ensure ELs have access to the foundational skills needed to be successful in high school and ensure that they graduate from high school ready for college and career, school districts must place students in academic courses sequentially. Students must be given the opportunity to take all courses needed for graduation. Students must take the required assessments at the time they are enrolled in the corresponding courses, and they may not skip courses to avoid state assessments. For example, English I, II, III, and IV must be offered, scheduled, and taught in sequential order. While courses can not be scheduled or taken out of sequence, simultaneous enrollment is acceptable in situations where a student failed a course and needs to simultaneously enroll in two courses to graduate on time. For example, if a student fails English III, they can take English III and IV their senior year in order to graduate on time. Students may be enrolled concurrently in English as a Second Language as an elective to receive additional support while taking English I-IV.



# Evaluation of English Language Services Effectiveness

To determine the effectiveness of the Union County School District English language services, the district will conduct periodic evaluations as well as ongoing analysis of effectiveness. Student achievement data must be used to determine an EL program's effectiveness and ensure compliance with state and federal reporting requirements. An evaluation of the English language services and programs should not be limited to required data used for accountability purposes but should instead include multiple data points. Data should be gathered, analyzed, and used to strengthen the English language services and programs as appropriate. Data points that might be collected and used for evaluation include the following:

- Scores on state and local assessments
- Scores on the ELPT
- Rates of Retentions
- Exit rates
- Graduation rates
- Participation rates in gifted and advanced courses
- Enrollment rates in prekindergarten and other programs
- Enrollment rates in special education and related services
- Attendance rates
- Participation rates in extracurricular programs
- Suspension rates
- Results of parent and family, student, and teacher surveys
- Results of surveys from other key stakeholders

If evaluations show the English language services and programs are not effective, the Union County School District will make appropriate changes to strengthen programs and more effectively serve ELs. The Mississippi Department of Education's Office of Federal Programs monitors English language services and programs to ensure that EL plans are in place, effective, and being implemented with fidelity.

## English Learners classified as Immigrant or Migrant Students

**ELs may also be identified as immigrant or migrant students and will be identified using the Home Language Survey or the Migrant Student Survey provided by Mississippi State University.**

A student identified as an immigrant student must meet the requirements below.

- Are aged 3 through 21

- Were not born in the U.S., “State” means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (Section 3127 of ESEA). Children born to U.S. citizens abroad (e.g., children born on a military base overseas) may be considered immigrants if they meet all the criteria in the definition of immigrant; and
- Have not been attending one or more schools in any one or more states for more than three (3) full academic years. A full academic year is 10 months of school attendance, kindergarten through 12th grade. If a student has been in different schools in different school districts, or even in different states, the number of months that the student has been in school in any one or more states must not add up to a total of more than three (3) full academic years.

A student identified as a migrant student must meet the requirements below.

1. The child is not older than 21 years of age; and
2. The child is entitled to a free public education (through grade 12) under State law or is below the age of compulsory school attendance; and
3. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; and
4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3, above, in order to see or obtain qualifying work, and
5. With regard to the moved identified in paragraph 4, above, the child:
  - a. Has moved from one school district to another, or
  - b. In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
  - c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in or to accompany or join a parent, spouse, or guardian who engages in a fishing activity. (This provision currently applies only to Alaska.)



# Encuesta del Idioma de Casa Union County School District

## INFORMACIÓN DEL ESTUDIANTE

Nombre de Estudiante \_\_\_\_\_ Grado \_\_\_\_\_  
Primer Segundo Apellido

Fecha de nacimiento \_\_\_\_\_ Sexo \_\_\_\_\_ Escuela \_\_\_\_\_

- 1. ¿Cuál es el idioma dominante más hablado por el estudiante? \_\_\_\_\_
- 2. ¿Cuál es el idioma que se habla habitualmente en el hogar, independiente del idioma que habla el estudiante? \_\_\_\_\_
- 3. ¿Qué idioma aprendió el estudiante por primera vez? \_\_\_\_\_
- 4. ¿Necesitan alguno de los padres/tutores servicios de interpretación? \_\_\_\_\_ Sí \_\_\_\_\_ No  
Si es así, ¿en qué idioma? \_\_\_\_\_
- 5. ¿Necesitan alguno de los padres/tutores materiales traducidos? \_\_\_\_\_ Sí \_\_\_\_\_ No  
Si es así, ¿en qué idioma? \_\_\_\_\_
- 6. ¿Cuándo empezó el estudiante por primera vez en una escuela de los Estados Unidos? \_\_\_\_\_  
MM / YYYY
- 7. ¿En qué país nació el estudiante? \_\_\_\_\_

\_\_\_\_\_  
Firma de Padre/Tutor

\_\_\_\_\_  
Fecha (MM/DD/YYYY)

----- DISTRICT USE ONLY -----

[ ] Designated English Learner on the ELPT screener

### DOCUMENTATION OF ELPT SCREENER FOR STUDENT

DATE	Speaking	Listening	Reading	Writing	Composite