

North Tippah School District

English Language Learners Student Information



Revised May 2021

MISSISSIPPI

Guidelines for English Language Learners

Enrollment of English Language Learners

English Language Learners (ELLs) must be identified at the point of enrollment. A consistent enrollment procedure for language-minority students, which includes the use of a Home Language Survey (HLS), facilitates their entry into the new school environment. A language-minority student is one whose home language is other than English. It is vital to have trained school personnel who are dedicated to meeting the needs of students from different cultures with different levels of English proficiency.

All ELLs must be allowed to attend school, regardless of their ability to present a birth certificate, social security number, or immigration documentation. Children may not be excluded from school because they do not have a social security number (see Section 2: Rights of English Language Learners- *Plyler v. Doe*). The school should use procedures described in *Cumulative Folders and Permanent Records Manual of Directions*.

http://www.mde.k12.ms.us/acad/id/curriculum/Cummulative_Folders_and_Permanent_Records.pdf

The Local Educational Agency (LEA) may need to contact the former school system; if parents do not have student immunization records available, the dates of immunization may be obtained by calling the previous school that the child attended. If necessary, students can begin the immunization series at the local public health department. If appropriate immunization documentation cannot be obtained within 90 days, the student's case should be handled in accordance with approved state and local board of education procedures.

The LEA should work collaboratively with community and area agencies to **facilitate** the school enrollment process. These efforts should be documented for future reference as needed. (See Appendix B for additional information on Welcoming and Registering New ELLs.)

LEAs may require only two kinds of information for enrollment: proof of residency in the district and proof of required vaccinations.

(State Board Policy 6600-Enrollment, MS Code § 41-23-37-Immunizations)

MISSISSIPPI

Guidelines for English Language Learners

Retention of English Language Learners

Federal requirements mandate that districts take affirmative steps to open their educational programs to national origin-minority group students. This means that while ELLs must meet the same educational requirements as other students, these requirements must be presented in a manner appropriate to ELLs' cultural and linguistic needs and in a period, that facilitates their learning.

Legally, the LEA is required to accommodate the ELL in a way that allows the student to benefit from the educational experience. The student cannot be penalized for his/her lack of the English language. A valid interpretation would mean that **a student should never be given the grade of "F" when the student's lack of success can be attributed to limited English proficiency.** Experts in the field say that the average amount of time for attaining oral fluency is 1 to 2 years. However, English skills in reading and writing take an average of 5 to 7 years; during this time the student may still be limited English proficient (LEP).

The experts in the field of ESL suggest that classroom teachers hold students accountable for material that is appropriate for their English language levels and educational background. **Modifications of instructional methods and assessments are recommended for** grade-level content material. (Possibilities include shorter tests, read aloud, oral responses, and pictorial responses, etc.) However, for statewide assessments to be in compliance with NCLB, lower grade-level testing is not permitted.

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

ELLs should be carefully evaluated before retention is recommended to ensure that lack of English skills is not being mistaken for poor achievement. Considerations that reduce the need to retain ELL students include

- remedial programs,
- tutoring,
- summer enrichment programs,

English Learner, Immigrant and Migrant Instruction Policy

The North Tippah Board of Education will provide a program of language instruction to students who have limited English proficiency, are immigrant or who are migrant students. Student participation in any language instruction program or instruction in English as a second language is voluntary.

IDENTIFICATION

Students who meet any one or more of the following criteria shall be identified as being limited in English proficiency. A student who:

1. 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
2. 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 on the student's level of English language proficiency; or
3. Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and
4. 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.

REQUIREMENTS

1. Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as English Learner and the reasons for placing the child in the specified program.
2. Students will participate in regular assessments in a manner that will yield an accurate assessment. Test waivers may be granted on a case-by-case basis for LEP students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in English.
3. Certification that teachers in the program are fluent in English as well as other languages used in instruction.
4. Evaluation of the program and the academic success and language achievement of the students in the program. Parents will be notified of:
 - a. Their child's level of English proficiency and how such a level was assessed.
 - b. The status for their child's academic achievement.
 - c. The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available appropriate academic achievement standards.
 - d. Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.
 - e. Exit requirements for the program.
 - f. If the child has a disability, a statement as to how the LEP will meet the objectives of the child's IEP.

Consequences of inadequate yearly progress include notification of parents, development of improvement plans, and restructuring of programs or the district will lose federal funds. For non-English speaking parents, the district will arrange to provide translations of this information in their native language.

English Learners Plan

1. Identification and Assessment:
 - a. When a student enrolls in the North Tippah School District, he or she is asked to complete a home language survey
 - b. If the student or parent indicates that English is not the primary language spoken in the home, the school counselor completes an initial EL form
 - c. Within two weeks, the student will be given a language placement test
2. Parents will be informed of the assessment results. They may request not to participate in the program.
3. Student Evaluation Team
 - a. The Student Evaluation Team includes the general education teacher, the interventionist, and a parent or guardian of the child.
 - b. The team meets as needed. If a student performs poorly during a grading period, or is noted by the tutor not to be making progress toward fluency, a meeting will be conducted.
4. Program Components
 - a. The students receive primary instruction in the regular classroom
 - b. The students are pulled for thirty minutes per day for tutoring during a study period or other time deemed appropriate by the regular classroom teacher.
 - c. Some students also participate in the Reading To Read program
 - d. Tutors meet weekly with regular education teachers to learn what units of study the students will encounter and to learn in what areas the student is struggling.
 - e. Tutors may help students to complete regular classroom assignments or remediate or teach students learning techniques
5. Transitioning / Exiting procedure
 - a. Student must score a 4 or a 5 on the reading, writing and overall components on the state ELPT.
 - b. Once the student exits the program, they are monitored for four years before they are considered mainstream students
 - c. Students who begin to struggle can re-enter the program if necessary

NORTH TIPPAA SCHOOLS

Initial ELL and Migrant Form

Upon entering our school district, each student must have a Home Language Survey completed and placed in his/her cumulative file. In the event that the results of the HLS indicate that English is NOT the child's first language, this form must be completed by school personnel and returned to the District Office within five (5) days of enrollment. This form is to be completed by school personnel only.

Student's Full Name: _____

MSIS # _____ DOB: _____

Gender: M F Date of Enrollment: _____

Primary Language: _____

School: _____ Grade: _____

Has the student ever been retained? YES NO If so, please explain:

Number of Years Student has received ELL services: _____

(If unknown, list all previous schools attended with as much contact information as possible.)

An immigrant child is an individual who:

(A) is aged 3-21;

(B) was not born in any State; and

(C) has not been attending one or more schools in any one or more States for more than three (3) full academic years.

Is this student an immigrant? YES NO

A Migrant Child is a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker or migratory fisher and who in the preceding thirty-six 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 industry as a principal means of livelihood.

Is this student a migrant? YES NO

Signature/Title of personnel completing form (School personnel ONLY)

Date