

North Tippah School District

English Language Learners Student Information



REVISED August 2024

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/Cumulative_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 and 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, 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 Learners Plan

1. Identification and Assessment:
 - a. When a student enrolls in the North Tippah School District (NTSD), he or she will be 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 the initial EL form.
 - c. Within two weeks, the student will be given the state mandated language placement assessment.
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. The student must score a 4 or a 5 on the Reading, Writing and overall components on the state English Language Proficiency Test (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 TIPPAH 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 (circle one): Male Female **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 (School Personnel Only): _____

Date: _____