

**East Tallahatchie School District
English Learners Plan
2022-2023**



East Tallahatchie School District Plan English Learner (EL) Policy

East Tallahatchie School District Mission

East Tallahatchie School District will provide students the opportunity to develop to their greatest potential in order to become self-sufficient, productive members of a connected global society.

Purpose of the EL Program: To ensure that all EL students are provided quality instructional programs throughout the district that allows them to become proficient in the English language. Also, to provide EL students with the educational opportunities that will enable them to succeed academically.

Goals of the EL Program: The overall goal of the EL program is the successful integration of our students into the mainstream curriculum.

1) The first goal of the EL program of the East Tallahatchie School District is to provide each student with the English skills necessary for him/her to function successfully in both an academic and social setting. East Tallahatchie School District does not deny students participation in any program based on limited proficiency.

2) The second goal is to provide high quality professional development to all classroom teachers, principals, administrators, and other school or community-based organizational personnel that serve EL students.

3) The third goal is to encourage and facilitate EL parental involvement. The overall goal of our EL program is the successful integration of our students into the mainstream curriculum.

No English Learner (EL) will be exempted or prohibited from extra-curricular activities that may include but not limited to physical education, music and the arts, gifted education, tutorial services, and exceptional educational services.

Identification:

According to *Every Student Succeeds Act* (ESSA) of 2015, an EL is defined as an individual:

- 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
- 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.

Process for Enrolling ELs

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

In order to provide appropriate service to English Learners the East Tallahatchie School District follows the MDE and federal guidelines to identify and enroll ELs, provide their initial assessment to determine if services are required, notify the parents or guardians and place the students in the corresponding program. East Tallahatchie School District follows the necessary steps to identify ELs that assure them of an equitable, quality education.

Process for Identifying Potential ELs

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

The surveys collected are reviewed by school personnel to identify any indication that a language other than English is spoken at home by any individual at the household.

If any response on the HLS indicates the use of a language other than English by the student or an individual in the home, then further assessment must be conducted to determine the student's English-language proficiency level. School personnel are responsible for notifying the EL coordinator and the federal programs director of any student whose HLS indicates a language other than English. The completed survey becomes part of the student's cumulative record and must be available for future reference.

Process for Assessing ELs

The LAS Links Placement Test must be conducted to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. Potential EL students identified by the HLS during registration during the beginning of the school year must be assessed for English-language proficiency within 30 calendar days of enrollment. Potential EL students who register after the beginning of the school year must be assessed within 10 school days of enrollment. The English Language Proficiency Test (ELPT) assesses the proficiency of students in all four language domains (i.e., speaking, listening, reading, and writing). The student's placement test report must be placed in their cumulative record. The East Tallahatchie School District must provide written notification to parent or guardians of their children's recommended placement in an EL program within 30 days of the start of school (or within 10 days for later-arriving students). Parents will have the option to "opt-out" or "accept" services. 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 exits the EL program.

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

1. The District Testing Coordinator and/or EL Coordinator will attend MDE training sessions for administering the statewide EL assessment.
2. The DTC will inform the Federal Program Director's designee 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 the spring using the statewide EL assessment. The Federal Program Director's designee 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.

Process for Exiting Students from EL Status

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

- a. Overall Proficiency Level 4 or 5, and
- b. Reading Proficiency Level 4 or 5, and
- c. Writing Proficiency Level 4 or 5.

Process for Monitoring Students Who Have Exited EL Status

After students have exited EL status, school districts must monitor their academic progress for at least 4 years. Monitoring must be conducted and documented every 9 weeks, with a Student Evaluation Team (SET) reviewing monitored students' grades, assessments, and other related data.

Description of Services and Instructional Supports Provided to ELs

Successful EL programs must, at a minimum, be designed to enable EL students to attain both English proficiency and full access to the grade-level content. This access helps ELs to exit from EL programs within a reasonable period and graduate high school prepared for college and careers.

Assessment of Need: If the district receives funding for Limited English Proficient Programs, the following will be provided:

A. Initial Assessment: Students whose HLS indicates the presence of language other than English, are assessed for English-language proficiency within thirty (30) days of enrollment. Students who register after the beginning of the school are assessed within 10 days of enrollment to comply with state law.

B. Parents will be notified of the student's placement within 30 days.

C. Certification that teachers/tutors in the program are fluent in written and oral language.

D. Evaluation of the program and the academic success and language achievement of the students in the program. Parents will be notified of:

- Their child's level of English proficiency as measured by the state adopted ELPT.
- The status of their child's academic achievement.
- The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.
- 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 must obtain proficiency levels be proficient on the ELPT in Reading, Writing, and Overall. Once an EL student exits the EL program, they must be monitored for a period of 4 years.

F. If the child has a disability, a statement as to how the program will meet the objectives of the child's IEP.

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

Staffing, Training, and Resources

The district will provide an EL tutor 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 may receive training for EL instruction if offered by MDE.

Materials and resources, both hard copy and on-line, are provided to meet EL needs.

The district is currently utilizing to focus on the four areas of language learning:

- Listening Comprehension
- Reading Comprehension
- Speaking and
- Writing.

Other resources include those provided by the Mississippi Department of Education website <http://www.mde.k12.ms.us/ESE/english-learners> and EL word-to-word dictionaries. 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. A library of EL resource materials for teachers will be established and will be supplemented each year, as funds allow. As funds allow, professional development will be made available to teachers, EL tutor, and other staff to attend workshops and conferences to improve the district services to EL students and parents.

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 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 WVSD, 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 ETSD, 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 ETSD regulations.

Family and Community Engagement

The East Tallahatchie 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 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, Individualized Education Program (IEP) meetings, 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, gifted programs, and magnet and charter schools.

Program Evaluation, Review and Improvement

Formative assessment of goals and practices will be made, and updates will be presented periodically at ETSD 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 statewide EL assessment data, end-of-year report cards, and parent input.

The EL District Plan will be reviewed annually. The plan will be updated if necessary and sent to the East Tallahatchie School Board for approval annually. A copy of the plan and copies of all forms required for the plan will be given to all schools and district offices. Training of faculty and staff will be conducted annually.

A copy of the plan will be emailed to faculty members. The East Tallahatchie School District English Learners Plan will be posted on the district website at <https://www.etsd.k12.ms.us/>. A copy in the students' native language, or as close to the native language as possible, and in English will be provided to the parent at the first language service plan meeting. A copy will be made available to other stakeholders upon request.

APPENDIX



HOME LANGUAGE SURVEY

FOR K-12 SCHOOL DISTRICTS

STUDENT INFORMATION

Student Name _____ Grade _____
First Middle Last

Date of Birth _____ Gender _____ School _____

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? _____

Parent / Guardian Signature

Date (MM/DD/YYYY)

DISTRICT USE ONLY

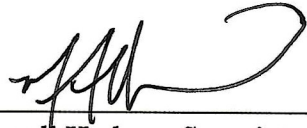
Designated English Learner on the LAS Links Screener

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

East Tallahatchie School Board Approval of English Learners Plan.



Darrel Neal, ETSD Board President



Marvel Hudson, Superintendent



Jasmine Roberson, Federal Programs Director

BOARD APPROVED

9-14-22