

2024-2025
Tate County SCHOOL DISTRICT
Plan of Services for English Language Learners (EL)

Contents:

- Assurances
- Immigrant Student Enrollment
- Student Identification
- Student Language Assessment
- Student Services
- Personnel Responsibilities
- Program Monitoring
- Transition and Exit
- Community Resources
- Program Evaluation

ASSURANCES

1. Tate County School District (and all schools included) complies with Section 3302, Title III Parental Notification throughout the year. This includes parental notification of identification, student’s proficiency level, type of instruction, exit requirements, and the parents’ right to refuse services.
2. Tate County School District (and all schools included) does not discriminate against any student identified with limited English proficiency regarding receiving services under Title I, identification for gifted programs, or for participation in any other activity (curricular or extracurricular).
3. Tate County School District assesses the English proficiency of all children with limited English proficiency beginning in March of each year with the LAS Links assessment.
4. English Language Learners receive research-based instruction for English language instruction.
5. All four domains are addressed in English Language Learner instruction: speaking, listening, reading and writing.
6. Tate County School District is not in violation of any State law regarding the education of limited English proficient children, consistent with sections 3126 and 3127.

Section 3126

Legal Authority under State Law - Nothing in this part shall be construed to negate or supersede State law, or the legal authority under State law of any State agency, State entity, or State public official, over programs that are under the jurisdiction of the State agency, entity, or official.

Section 3127

Civil Rights - Nothing in this part shall be construed in a manner inconsistent

with any Federal law guaranteeing a civil right.

IMMIGRANT STUDENT ENROLLMENT

The Supreme Court ruled in *Plyler v. Doe* (1982) that undocumented immigrant children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents, regardless of their immigrant status. Like other children, undocumented students are obliged under state law to attend school until they reach a mandated age, regardless of their immigrant status or their ability to speak English.

- Students without a social security number should be assigned a number generated by the school. Adults without social security numbers who are applying for a free lunch and/or breakfast program on behalf of a student need only indicate on the application that they do not have a social security number.
- School districts may require only two kinds of information for enrollment: proof of residency in the district and proof of required vaccinations. As long as a student can provide this information, they must be allowed to enroll in school. If a student cannot provide proof of immunization, the student is referred directly to the Tate County Health Department which can provide temporary immunization for the student.
- You may not at any time ask for documentation that could disclose a student's or family's immigration status. The courts have determined that school systems are not agents for enforcing immigration laws and therefore, schools should not request any information related to U.S. residency, including, but not limited to, Social Security number, passports, and visas.
- Please refer any questions at any time about enrolling a student or what documentation is acceptable to enroll a student to the District EL Coordinator or the Federal Programs Director.

STUDENT IDENTIFICATION

EVERY new student that is enrolled in the Tate County School District completes a Home Language Survey. The Office of Civil Rights (OCR) states that in order to avoid discrimination, **all** new incoming students should complete this form. This is the first step in identifying language influences other than English. Any student who has indicated that there is another language :

- First learned or acquired by the student;
- Used by the student's family in the home; or
- Used by the student

will be referred to the EL department for evaluation. A state-approved language assessment (LAS LINKS PLACEMENT TEST) will be conducted to determine the English proficiency and to determine the services needed for that student. Each school principal is responsible for ensuring that within two weeks of enrollment one copy of the survey is filed in the permanent record folder of the student and one copy is distributed to the District EL Coordinator. Send any Home Language Survey that indicates any of the above to District EL Coordinator, for follow-up and assessment if necessary.

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In addition to evaluation, a parent contact is made to aid with other issues such as completing paperwork, enrolling younger siblings in the local ICS Headstart program, and ensuring familiarity with the community resources that are available to them.

STUDENT LANGUAGE ASSESSMENT

*The Mississippi Department of Education has adopted LAS Links (previously used WIDA) as the new English language proficiency test for the state.

Within two weeks of enrollment in the school district, students are assessed. The state-approved LAS Links Placement Test is used to assess students' English levels. Once the school level EL Coordinator has administered and scored the LAS Links Placement Test (screener), results and suggestions for support services are communicated to the individual schools, teachers, and parents. Every effort to the extent possible is made to involve parents in planning services for their child. Students are eligible for services in accordance with the state Guidelines for English Language Learners.

STUDENT SERVICES

** EL students are allowed to receive/ participate in any and all Title I services deemed appropriate to meet their educational needs.*

Elementary Levels (K-3)

Services implemented for students at this level include all or some of the following, depending upon their level of proficiency:

- Pull-out tutoring (30 minutes – 5 hours per week depending upon proficiency level). Recommendation for additional academic tutoring programs that are in place
- Intensive vocabulary remediation with tutor.
- Additional interventions in the classroom

Middle School Levels (4-8)

Services implemented for students at this level include all or some of the following, depending upon their level of proficiency:

- Pull-out tutoring (30 minutes – 5 hours per week depending upon proficiency level)
- Recommendation for additional academic tutoring programs that are in place
- Intensive vocabulary remediation
- Additional interventions in the classroom
- Tutor works closely with subject-area teachers to help with remediation of core subjects.

High School Levels (9-12)

Services implemented for students at this level include all or some of the following, depending upon their level of proficiency:

- Pull-out tutoring (1-5 hours per week depending upon proficiency level)
- Learning strategies interventions
- Recommendation for additional academic tutoring programs that are in place

Additional Programs:

These are additional services that are available to the extent practicable:

- Modification / Intervention in regular classroom assignments and tests;
- Translation of materials into native language for students and parents
- Appropriate technology activities
- Peer tutoring

The Tate County School District has a policy that ensures age appropriate grade level placement and prohibits retention based solely on the lack of English language skills. Therefore, every effort is made between the EL personnel and the regular education personnel to ensure success for each student.

PERSONNEL RESPONSIBILITIES

District EL Coordinator

- Recommends, implements, and maintains program policies, procedures, and budgets;
- Ascertains that the goals and requirements of the program are aligned with state policy;
- Coordinates with schools to administer annual system-wide Home Language Survey;
- Train EL tutors
- Coordinates and disseminates project reports.

Principal

- Ensures that student enrollment forms are completed for enrolling each student into the district and that all state policies are followed regarding registration;
- Informs teachers, tutors, and EL Coordinator of new immigrant/ EL arrivals;
- Communicates with parents, teachers, tutors, and coordinators of immigrant/ EL students;
- Monitors EL instruction in the mainstream classroom and in the tutoring setting.

Mainstream Teacher

- Communicates closely with the EL Coordinator to monitor immigrant/ EL students' progress and to keep EL Coordinator informed of student needs and/or concerns about that student;

- Creates and maintains an instructional climate for immigrant/ EL students that is conducive to learning;
- Coordinates activities and manipulatives with the immigrant/ EL students' tutors;
- Modifies tests and assignments when needed and provides interventions as appropriate.

PROGRAM MONITORING

- Students who are non-English proficient are administered the LAS Links assessment beginning in March of each year to determine their English language skills. Students are exited from EL services when they meet the exit criteria listed on page 8 that is set forth by the Mississippi Department of Education. Monitoring of student performance continues even after the student transitions out of EL services for a period of two years.
- All students served in the district's EL program shall be administered the LAS Links assessment annually beginning in March to monitor progress or to determine readiness to transition and exit services. These scores are submitted to the Mississippi State Department of Education regarding program accountability and the Adequate Yearly Progress (AYP) for each school.
- Data related to student eligibility is maintained in the student's permanent folder, with instructional intervention materials and progress information maintained in the students' EL folder located in the EL Coordinator's office.
- The EL coordinator, classroom teacher, tutor, and parents make a point to look at and discuss any concerns about the student's success with the state mandated tests (Questar, (MAAP), SATP, etc.)
- All instruction, remediation, and intervention that is conducted regarding immigrant/ EL children is done so with the benchmarks set forth for each grade/subject by the Mississippi Department of Education and the desire to see each student be successful in the classroom.

TRANSITION AND EXIT

The district provides transitional monitoring for all EL students as they reach the transitional levels in their proficiency on the LAS Links assessment. Teachers, EL instructors, EL tutors, principals and the EL coordinator use cooperative efforts to monitor each student's progress in the classroom and on all state-administered tests. This monitoring effort is achieved by evaluating information contained on the students' report cards, test scores, classroom observation, and teacher input. Students are offered other services as appropriate and are provided opportunities for additional tutoring and instructional support services, as needed, including Title I services offered to other students. Students exit from EL services based on proficiency in all areas of language: listening, speaking, reading, and writing as determined by the Mississippi Department of Educational criteria. Exit from EL services is based on the exit criteria set forth by the Mississippi Department of Education (see *p. 8 of this document*). In addition, after being exited from EL services, students are

monitored for a period of two (2) years by monitoring classroom progress through report cards and teacher evaluations.

Students K-2:

- Students in grades K-2 are required to take all four parts of the LAS Links Assessment: speaking, listening, writing, and reading. This is only to assess English skills and not used as a basis for promotion or retention.
- There are no state tests for exiting Kindergarten - Second Grade; the classroom teacher and building principal, along with the EL Coordinator make the decision of whether to retain or promote English non-proficient students.

Students 3-8:

- Students in grades 3-8 are required to take all four parts of the LAS Links Assessment: speaking, listening, writing, and reading. This is only to assess English skills and is not used as a basis for promotion or retention.
- Students in grades 3-8 are required to take the MAAP (Questar) in the areas of math, language arts, and reading. These scores, along with classroom grades, the classroom teacher's input, the principal's input, and the EL Coordinator's input are all considered in whether to retain or promote English non-proficient students. The decisions are made based on understanding of core material and not solely on the ability of the student to communicate in English.
- Students in Grades k-8 may be exited from EL services based on the exit criteria set forth by the Mississippi Department of Education as stated on the following page.

Students 9-12:

- Students in grades 9-12 are required to take all four parts of the LAS Links Assessment: speaking, listening, writing, and reading. This is only to assess English skills and is not used as a basis for promotion or retention.
- Students must demonstrate proficiency in the core subject areas to be allowed to pass on to the next level of coursework. Students are not retained based solely on their English language skills.
- State subject area tests are used as a partial requirement for graduation.
- Students in Grades 9-12 may be exited from EL services based on the exit criteria set forth by the Mississippi Department of Education as stated on the following page.

EXIT CRITERIA FOR ENGLISH LEARNERS (ELs)

On January 19, 2017, the State Board of Education approved the removal of the Mississippi Assessment Program (MAAP) score requirement from the EL exit criteria.

***EL students are no longer required to score a Level 3 on the ELA portion of the MAAP.**

For EL students to exit EL status, they must meet the following score requirements on **LAS Links Assessment**:

*Overall Proficiency Level – 4-5

AND

*Writing Proficiency Level – 4-5

AND

*Reading Proficiency Level – 4-5

COMMUNITY RESOURCES

School personnel will work with parents and other community members in an outreach program to see that all needs—not just academic—are being met.

EL personnel, classroom teachers, and other staff members make every effort possible to involve the parents of our EL students in each school's activities. Students are encouraged to participate in extracurricular activities, after school programs, and other events held during school time. When possible, family home/work visits are made as well. Teachers coordinate closely with the EL coordinator to ensure that families receive information about these activities in a language that they can understand.

Our EL department also coordinates with the ICS Headstart organization when necessary to help new arrivals enroll and to help provide translators and/or interpreters when needed. This is a benefit for the students because it assists with early identification of immigrant/ EL children and early intervention for learning English.

PROGRAM EVALUATION

- All students are eligible to enroll regardless of their immigration status; lack of a social security number is not to be used for exclusion from the program. All students are assigned an MSIS number upon enrollment in the district.
- Tate County School District identifies, tests, and provides a plan for services for any new immigrant / EL students within two weeks of enrollment in the district.
- Tate County School District completes the annual program evaluation required by the Mississippi Department of Education.
- The school maintains a database containing information on students who have a primary or home language other than English which includes:
 - Date of entry into the district
 - Date of birth
 - Grade level
 - Current school
 - Home language
 - Scores for all standardized, achievement, and state tests