



South Tippah School District

English Learner, Immigrant and Migrant Policy and Plan

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Superintendent: Tony Elliott

School Board President: Tim Clark

Federal Programs Director: Kelly Gates

Director of English Learner, Immigrant and Migrant Program: Kelly Gates

English Learner, Immigrant and Migrant Instruction Policy

The South Tippah Board of Education will provide a program of language instruction to students who have limited English proficiency, are immigrants 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 individuals 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 Learner, Immigrant and Migrant Plan

South Tippah School District

1. Admittance Policy

- a. If a student attempts to enroll in the South Tippah School District, but has no social security number, the student will be assigned an MSIS number and admitted without the social security number.
- b. If a student attempts to enroll in the South Tippah School District, but has no record of immunization, the student is asked to go to the Health Department to obtain immunization. This procedure only delays enrollment 1-2 days and ensures the safety of the student population at large.
- c. When a student enrolls in the South Tippah School District, the student is asked to complete a home language survey (see attached).
- d. If the student or parent indicates that English is not the primary language spoken in the home, the school counselor completes an initial English Learner, Immigrant and Migrant form (see attached) and sends the completed form to the Director of English Learner, Immigrant and Migrant Services within five days of student's enrollment.
- e. Within two weeks, the student will be given the English Language Proficiency Test by an English Learner, Immigrant and Migrant tutor who has English Language Proficiency testing certification.
- f. After testing, parents will be notified of the test results and will be told if their child qualifies for English Learner, Immigrant and Migrant services (see attached).
- g. Teachers and tutors will develop a plan of action and modifications for each student who enters the program.
- h. All students will be given the English Language Proficiency Test in March to assess progress.

2. Goals and Activities

- a. The goals of the South Tippah School District's English Learner, Immigrant and Migrant program are:
 - i. To ensure that children who are limited English proficient attain English proficiency and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet.
 - ii. To promote parental and community participation in language instruction educational programs for the parents and communities of limited English proficient children.
- b. Annual activities that will be implemented and administered by the South Tippah School District will include:
 - i. Employing certified retired teachers to tutor at each school in the district that have English Learner, Immigrant and Migrant students for twenty hours per week each for thirty weeks. Each tutor will be assigned a group of students and will work weekly with the classroom teachers to create a language service plan for each student. (Hours are subject to funding)
 - ii. Employing a bilingual EL Coach who will serve all five schools in the district that have English Learner, Immigrant and Migrant students. The EL coach will support teachers, serve as needed at parent conferences, translate notes home to parents and will serve students in the classroom as needed.
 - iii. Tutors in the South Tippah English Learner, Immigrant and Migrant program will receive yearly training to increase their English Learner, Immigrant and Migrant skills and to disseminate the data that was gathered from the English Language Proficiency Test.
 - iv. A parent/tutor/mentor kickoff meeting will be held annually. The kickoff meeting will serve to orient families to the program and the program goals.
 - v. As needed, parents will be assigned a seat on Rosetta Stone Classroom online. Parents will be able to log into this program at any time on any computer to foster English acquisition in the home.

- vi. Tutors and teachers maintain a Language Service plan throughout the year. These language service plans stay with each student's cumulative record.
 - vii. In March/April, all students in the English Learner, Immigrant and Migrant program will be tested using the English Language Proficiency Test.
3. The South Tippah School District will hold schools accountable for meeting proficiency and annual measurable achievement objectives by:
 - a. Assessing the results of the English Language Proficiency Test results and the Mississippi Academic Assessment Program results.
 - b. If it is determined that one of the schools is not increasing the fluency of its English Learner, Immigrant and Migrant students, the Director of English Learner, Immigrant and Migrant Services, the Federal Programs Director, the school principal and the English Learner, Immigrant and Migrant tutors will reevaluate the current program and make appropriate changes.
 4. Accountability for measuring annually the English proficiency of English Learner, Immigrant and Migrant students and for their participation in the state-administered English Language Proficiency testing program
 - a. The English Learner, Immigrant and Migrant program coordinator/coach administers the English Language Proficiency Test to all English Learner, Immigrant and Migrant pupils in March.
 - b. English Learner, Immigrant and Migrant students participate in the Mississippi Academic Assessment Program throughout the year.
 5. Parental and community involvement
 - a. The South Tippah School District will host an annual orientation meeting for English Learner, Immigrant and Migrant students and their parents. Elements of that meeting will include:
 - i. Presence of all English Learner, Immigrant and Migrant tutors, the Director of English Learner, Immigrant and Migrant Services, and the English Language Program Coordinator/Coach.
 - ii. Adult Speakers from the community who will describe the program and the goals of the program to the parents and student s present
 6. Language instruction:
 - a. Each student in the English Learner, Immigrant and Migrant program will receive approximately thirty minutes of one-on-one or small group instruction with a tutor or interventionist 2-3 times per week.
 - b. Tutors who have a valid teaching license and are retired teachers will be given preference in hiring. If no retired teacher is available for a tutoring position, the Director of English Learner, Immigrant and Migrant Services will ensure that the potential tutor is a fluent English speaker who is capable of assisting students in language arts and math.
 - c. Mainstream classroom teachers will be consulted by the EL tutors every nine weeks. If a student is noted not developing English proficiency, the teacher and tutor will determine another plan of action for the child.
 - d. EL students who are struggling will be referred to the Teacher Support Team for interventions.
 - e. EL students who continue to struggle while in the intervention process and after the TST determines that interventions alone are not enough, will be referred to be tested for special education.
 - f. In all cases, the student's language barrier will be considered when determining interventions, retention, and special education testing.
 7. Collection of Data
 - a. Every English Learner, Immigrant and Migrant student is tested according to English Learner, Immigrant and Migrant guidelines by the Director of English Learning, Immigrant and Migrant Services.
 - b. Test scores of all English Learner, Immigrant and Migrant students are submitted to the MDE yearly.
 8. Oral and Communication Skills of teachers / tutors in the English Learner, Immigrant and Migrant program:

- a. Tutors who have a valid teaching license and are retired teachers will be given preference in hiring. If no retired teacher is available for a tutoring position, the Director of Federal Programs will ensure that the potential tutor is a fluent English speaker who is capable of assisting students in language arts and math.
- b. As tutors leave the program, the STSD will continue to make it a policy to give preference to certified teachers as English Learner, Immigrant and Migrant tutors.

9. Goals

- a. The South Tippah School District provides a learning environment that is student centered, developmentally appropriate and research based.
- b. English Learner, Immigrant and Migrant students in the South Tippah School District learn language by participation in grade-level and challenging mainstream classroom activities enhanced by one-on-one daily tutorial sessions that are tailored specifically to each student's individual needs.
- c. English Learner, Immigrant and Migrant students in the South Tippah School District will progress toward fluency in English through participation in mainstream classrooms, individual attention and communication among all of the stakeholders.

10. Identification and Assessment:

- a. When a student enrolls in the South Tippah School District, he or she is asked to complete a home language survey (see attached).
- b. If the student or parent indicates that English is not the primary language spoken in the home, the school counselor completes an initial English Learner, Immigrant and Migrant form (see attached) and sends the completed form to the Director of English Learner, Immigrant and Migrant Services within five days of student's enrollment.
- c. Within two weeks, the student will be given the English Language Proficiency Test by an English Learner, Immigrant and Migrant tutor who has English Language Proficiency testing certification.
- d. Parents will be informed of the assessment results and inform parents that appropriate services will be provided (see attached).

11. Student Evaluation Team

- a. The student evaluation team (SET) consists of the student's mainstream classroom teacher (language arts teacher for older students), the assigned tutor or teacher, the Director of English Learner, Immigrant and Migrant services, the EL Coach and the school counselor
- 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.
- c. The Director of English Learner, Immigrant and Migrant Services is responsible for oversight of the SET

12. 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. Students are subject to Tier II and Tier III instruction as necessary. Tier II and III instruction is guided by the Teacher Support Team.
- d. Tutors meet periodically 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

13. Transitioning / Exiting procedure

- a. If the students English Language Proficiency overall, reading and writing test scores reflect proficiency then notification will be sent to parents in their native language that the student will be monitored for the upcoming school year and will not receive services.
- b. If a student begins to struggle academically, the student will be re-referred to the English Learner, Immigrant and Migrant program. Teachers can also request that the student be considered for re-referral. Monitoring will continue for four years before the student exits the program.

14. Method of Evaluation

- a. Parents, teachers, students and tutors will all complete an evaluation of the program annually.
- b. Three years of English Language Proficiency Test scores will be compared to look for growth trends. If a lack of growth is apparent at any particular school or grade level, the Director of English Learner, Immigrant and Migrant Services and the teachers and tutors involved will develop a new plan of action for the upcoming school year

15. Private Schools

- a. If an English Learner, Immigrant and Migrant student were to enroll in the private school served by the district, the student would be given the English Language Proficiency Test and assigned an appropriate tutor.
- b. If an English Learner, Immigrant, or Migrant student were to enroll in the private school served by the district, the student would be given the English Language Proficiency Test in April of each school year.

South Tippah School District

HOME LANGUAGE SURVEY

Student Name: _____ Birth Date: _____ Sex: Male Female

Parent/Guardian Name: _____

Address: _____

Home Telephone: _____ Work Telephone: _____

School: _____ Grade: _____ Date: _____

Federal and state laws require the following information be collected about the primary and home language of every student upon enrollment in the school district. Please complete a survey for each child you are enrolling in the school district.

1. What language did your child learn when he/she first began to talk? _____
2. What language does your child most frequently speak at home? _____
3. What language is spoken by you and your family most of the time at home? _____

If a language other than English is indicated for any of the above questions, the school district will test your child's English language proficiency to determine eligibility for initial and continuing placement in an English language development program. You will be notified about the results of this testing.

4. If available, in what language would you prefer to receive information from the school? _____

Parent or Guardian's Signature

Date

Por favor responda
en inglés

South Tippah School District
ENCUESTA DE IDIOMA EN EL HOGAR

Spanish
Home Language Survey

Nombre del alumno: _____ Fecha de nacimiento: _____ Sexo: Masculino

Femenino Nombre de los padres/apoderado: _____

Dirección: _____

Teléfono de la casa: _____ Teléfono del trabajo: _____

Escuela: _____ Grado: _____ Fecha: **07/23/2019**

Las leyes federales y estatales exigen que se recopile la siguiente información sobre el idioma principal y el hablado en el hogar de cada alumno que se inscriba en el distrito escolar. Complete una encuesta por cada alumno que se inscriba en el distrito escolar.

- 1. ¿Qué idioma aprendió su hijo cuando recién comenzó a hablar? _____
- 2. ¿Qué idioma habla en casa su hijo con más frecuencia? _____
- 3. ¿Qué idioma habla usted y su familia con más frecuencia en el hogar? _____

Si se indica un idioma que no sea el inglés en cualquiera de las preguntas anteriores, el distrito escolar evaluará la aptitud en inglés que tenga su hijo para así determinar su calificación inicial y permanencia en un programa de desarrollo de dicho idioma. Le informaremos sobre los resultados de estas evaluaciones.

- 4. Si ello fuera posible, ¿en qué idioma le gustaría recibir información de la escuela? _____

Firma del padre/madre o apoderado

Fecha

TIPPAH SCHOOLS
Initial EL 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