

# **Tishomingo County School District ELL Guidelines**

The Tishomingo County School District English Language Learner Service is designed around our school system philosophy that all children can learn. It is the belief of the Tishomingo County School District staff the following:

## **English Language Learner Services must:**

- Be tailored to meet the special linguistic, academic, cultural and affective needs of the students
- Provide ELLs the assistance and instruction necessary to allow them to progress through school at a rate similar to their native English speaking peers
- Make the best possible use of school district and community resources.

## **Educational Goals:**

- To provide services to English Language Learners that will build their English proficiency thus promoting student success and full participation in the regular instructional program.
- To provide support services to assist English Language Learners in becoming a part of the cultural environment of the school and community.

## **Rights of English Language Learners and Their Families**

- Title VI of the Civil Rights Act of 1964
- May 25, 1970, Memorandum
- Lau vs. Nichols 1974
- Equal Education Opportunities Act of 1974
- Plyler vs. Doe 1982
- Presidential Executive Order 13166
- Title III of the No Child Left Behind Act of 2001

## **PART 1: Progression of Student Through the ESL Program**

### **Section 1: Enrollment in School- Home Language Survey**

1. All students who enroll in Tishomingo County School District complete the TCSD Home Language Survey contained within the district enrollment forms.
2. It is both a state and federal requirement that all students have a completed Home Language Survey in their permanent cumulative record.
3. Note: The HLS only has to be administered to new registering students and given only once. Once a student has a HLS in his/her permanent record he or she does not have to fill it out again.

### **Section 2: Identified as potential English Language Learner (EL) through HLS (Home Language Survey)**

1. The HLS will be reviewed by counselors as soon as possible and no later than 10 school days from the beginning of the school year.
2. If another language besides English is indicated on any of the questions answered on the HLS then the counselor will notify the ELL teacher of the identification of the potential ELL student. Further assessment will be conducted by the ELL teacher to determine the student's English Language Proficiency (ELP) level.
3. Note: If the HLS is misinterpreted, the ELL teacher will take into consideration other documentation or observations from a teacher, other school personnel and/or parent/student interview that will help to identify if a student would be a potential ELL.
4. If the answers to all the questions on the Home Language Survey are "English" the student will be considered English Language Proficient and no further action is needed.

**Section 3: Students are administered ELPT screener (Placement Test) to determine English Language proficiency (ELPT) level and need for EL services. All forms and tests are provided to the STC at each school.**

1. All testing materials will be distributed by the TCSD ELL Coordinator to each school's testing coordinator. The ELL teacher can get the materials from the designated testing coordinator. All state and district testing policies must be followed.
2. A student whose HLS indicates the presence of a language other than English, must be assessed for English-language proficiency within ten (10) days of enrollment at the beginning of the school year. Students who register after the beginning of the school year must be assessed within two (2) weeks of enrollment.
3. The ELL teacher must maintain the ELPT Screener Placement Test log.
4. How to determine the grade appropriate ELPT to administer:
  - a. Kindergarten- ELPT screener is to be administered to Kindergarten students and students in 1st grade.
  - b. For students in grades 2nd-3rd, the ELPT screener should be administered to students in 1st and 2nd grade.
  - c. For students in grades 4th-5th, the ELPT screener should be administered to students in grades of 4th and 5th.
  - d. For students in grades 6th-8th, the ELPT screener should be administered to students in grades 6th-8th.
  - e. For students in grades 9-12, the ELPT screener should be administered to students in grades 9-12.
5. Determination of English Language Proficiency
  - a. LAS Links placement Screener: Kindergarten – 1<sup>st</sup> grade
    - i. Administer the Speaking, Listening, Reading, and Writing parts of the ELPT and note the combined score on the score sheet.
    - ii. If the student scores 1-21 then he or she is NP (not proficient) and will be recommended for EL services.
    - iii. If the student scores 22-30 the student is considered AP (approaching proficiency) and will be recommended for EL services.
    - iv. If the student scores 31-36 the student is P (Proficient) and will not be recommended for EL services.
  - b. LAS Links Placement Screener 2nd-3rd grade

- i. Administer the Speaking, Listening, Reading, and Writing parts of the ELPT and note the combined score on the score sheet.
  - ii. If the student scores 1-21 the student is NP (not proficient) and will be recommended for EL services.
  - iii. If the student scores 22-32 the student is AP (approaching proficient) and will be recommended for EL services.
  - iv. If the student scores 33-41 the student is P (proficient) and will not be recommended for EL services.
- c. LAS Links Placement Screener 4th-5th grade
  - i. Administer the Speaking, Listening, Reading, and Writing parts of the ELPT and note the combined score on the score sheet.
  - ii. If the student scores 1-17 the student is NP (not proficient) and will be recommended for EL services.
  - iii. If the student scores 18-27 the student is marked AP (approaching proficiency) and will be recommended for EL services.
  - iv. If the student scores 28-41 the student is P (proficient) and will not be recommended for EL services.
- d. LAS Links Placement Screener 6th-8th grade
  - i. Administer the Speaking, Listening, Reading, and Writing parts of the ELPT and note the combined score on the score sheet.
  - ii. If the student scores 1-17 the student is NP (not proficient) and will be recommended for EL services.
  - iii. If the student scores 18-27 the student is AP (approaching proficiency) and will be recommended for EL services.
  - iv. If the student scores 28-41 the student is P (proficient) and will not be recommended for EL services.
- e. LAS Links Placement Screener 9th-12th grade
  - i. Administer the Speaking, Listening, Reading, and Writing parts of the ELPT and note the combined score on the score sheet.
  - ii. If the student scores 1-18 the student is NP (not proficient) and will be recommended for EL services

- iii. If the student scores 19–29 the student is AP (approaching proficiency) and will be recommended for EL services.
- iv. If the student scores 30–41 the student is P (proficient) and will not be recommended for EL services.
- v. If the student’s score is a borderline score between AP and P, the score in conjunction with the professional judgment should determine the final decision for services and placement. It should be a borderline score in all 4 domains. The determination should be documented and placed in the student’s permanent record.
- vi. The SET may wish to consider a child’s grade level as part of this decision. In the primary grades or the transitional grades from one level to another there may be valid concerns regarding the limited degree of proficiency of academic content requirements at higher-grade levels. The SET is a school team responsible for guiding and monitoring the placement, services, and assessments of students who are eligible for EL services.
- vii. After testing and determination of EL services, the EL teachers will send a list of students qualifying for EL services to the District MSIS and Federal Programs Directors.

## 6. Parental Notification

- a. After a child has been deemed eligible for ESL services, then the ELL teacher must notify the student’s parents or guardians that their child has been placed in an instructional program for English language learners no later than 30 days after the beginning of the school year.
- b. If the student is identified after the beginning of the school year, the ELL teacher shall notify parents within the first two weeks of the child being placed in the program for ESL students.
- c. Parents are not required to respond in order for a student to participate.
- d. Parents do have the right to waive ESL services and remove their child from the program. However, if a student has been classified as an ELL, based on the HLS and the LAS Links placement screener, the student is still required, by federal law (Section 3122

and Section 1116 of NCLB) to take the ELP assessment until the student has been deemed proficient in English.

- e. The parents may refuse to enroll their child in a particular program or may choose another program or method of instruction, if available. Nevertheless, according to OCR policy, the district is still obligated to provide appropriate means to ensure that the student's English language and academic needs are met.

#### **Section 4: Placement in an English as a Second Language (ESL) program of services.**

1. Students identified as ELL, from the language proficiency assessment, must be placed in a language instruction education program in addition to mainstream classes, according to the students' tier level.
2. Determination of Tier Levels
  - a. Tier Level is determined by the language skills a student possesses
    - i. Tier A: newly arrived students who have very limited or no English skills.
    - ii. Tier B: students who are reaching proficiency in social language but are still struggling with academic content
    - iii. Tier C: students who are reaching grade level proficiency in language and academic content.
3. Students will receive ESL services according to their LAS Links Placement or LAS Links ELPT scores. The LAS Links Proficiency levels will be used to determine which services and accommodations are most appropriate for the student, such as small group, pull out, and one-on-one pull out from the mainstream classroom.
4. Frequency of pull out services will be determined by the ELL teacher, in accordance with their scores LAS Links Placement or LAS Links ELPT scores.
5. All ELL students must have an English Language Service Plan (LSP), which must be updated annually until the student achieves exit status.

#### **Section 5: Transition out of ESL service:**

1. Tishomingo County School District's goal is to assist ELLs in becoming English language proficient. The amount of time needed for students to

reach English language proficiency varies. Students who reach proficiency will be exited according to MDE's Title III ELL exit criteria.

2. When an ELL achieves a proficiency level 4 or 5 in reading and writing, and an overall proficiency score of 4 or 5, then the student will be eligible to exit the ESL program and enter a MDE mandated four-year monitoring period.

### **Section 6: Monitor for 4 years student's ability to participate meaningfully in mainstream classroom:**

1. When students reach proficiency and are exited according to MDE's Title III ELL exit criteria the law requires that they be monitored for 4 calendar years following exit from language assistance services. They are: a) no longer classified as LEP, b) receive no accommodations (unless they are in the SPED program and have an IEP or a 504 classification), c) are not required to take annual ELPT.
2. Monitoring should continue for four years.
3. At the end of each progress reporting period, an ESL teacher will contact teachers in all mainstream classes the student attends:
  - a. To find out if the student is adjusting and succeeding academically
  - b. To verify if the student is sustaining the criteria used to exit from the ESL program
  - c. To identify any academic or adjustment needs
    - i. Review of grades
    - ii. Review standardized test scores
    - iii. Review portfolio assessments
    - iv. Student interview
    - v. Parental interview
4. If monitoring shows that the student is falling behind in classroom work and/or English language skills, then the SET will determine if the need for possible re-entry is necessary:
  - a. The student must be administered the LAS Links placement assessment to determine if he or she needs to be placed back into the ESL program.
5. The district will maintain the required documentation and annual evidence of English language proficiency for each exited/reclassified student throughout the four-year monitoring period. Evidence should

include demonstrations of proficiency without the use of adapted or modified English materials or ELL accommodations on standardized measures such as:

- a. District benchmark examinations (in multiple content areas)
  - b. Writing samples or performance assessments scored with formal, standardized rubrics
  - c. State assessments at applicable grade levels, and
  - d. Academic records such as semester or end-of-course grades.
6. Students with disabilities under Individuals Education Act (IDEA) should meet the above standards, or have Individual Education Plan (IEPs) or 504s that specify parallel and/or alternate standards-related criteria.
  7. After four years of monitored status and the student maintains sufficient English language proficiency, then the Student Evaluation Team will recommend that the student exit the ESL program.

## **PART 2: Required Documentation**

1. Permanent Cumulative Folder (maintained by school counselors)
  - a. Home Language Survey
  - b. ELP screener
  - c. Yearly ELPT scores
  - d. Language Service Plan
  
2. ELL folder for each student (maintained by the ESL teacher)
  - a. ELP Screener
  - b. Yearly ELPT scores
  - c. Language Service Plan
  - d. Progress reports/Report cards
  - e. Parent communication documentation
  - f. Teacher communication documentation
  - g. All of the following forms if applicable: ESL service notification form/parent approval, monitor form, exit form
  
3. District folder
  - a. ELPT Screener Log
  - b. Parent communication log
  - c. MSIS log form
  - d. Teacher Meeting Sign off form
  - e. Samples of student work
  - f. Samples of completed signed forms: notification forms, monitor forms, exit forms, etc. (student names blacked out)
  - g. All ELPT documentation: test session roster, student rosters, test administrator forms, proctor forms, professional development, test security forms, testing calendar, etc.
  
4. ELL folder
  - a. All documents included in the District folder to be maintained by the ESL teacher.

## **Part 3: Grading and Retention**

**NO FAILING GRADES MAY BE GIVEN DURING THE ELL'S PROGRESS  
FROM LEVEL-1 – NOT PROFICIENT THROUGH LEVEL 3 –  
APPROACHING PROFICIENCY**

1. Retention of English Language Learners
  - a. A student should never be given the grade of “F” when the student’s lack of success can be attributed to limited English proficiency.
  - b. Experts in the field say that oral fluency is 1 to 2 years but English skills in reading and writing take an average of 5 to 7 years.
  - c. The decision to promote or retain must be made on a case-by-case basis by the Student Evaluation Team, 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.
  - d. 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:
    - i. Remedial programs
    - ii. Tutoring
    - iii. Summer enrichment
    - iv. Instructional aides
    - v. Peer Tutoring
    - vi. Or any other recommended considerations

## **PART 4: Description of Services/Instructional Supports**

### **Section 1: Mississippi Department of Education ELL Standards/Support**

- <https://www.mdek12.org/EL>

### **Section 2: Description of Staffing and Resources**

Tishomingo County School District has a Director of Federal Programs that oversees the EL program for the district. The responsibility of this position is to ensure that EL students are identified in a timely manner and that a quality EL program is provided to meet the student's needs. This person functions as the liaison for all persons involved with the EL program: students, teachers, parents, administrators, school board members, and the community. The Director of Federal Programs is responsible for ensuring schools within the district are aware of and understand federal and state mandates, policies, and procedures for EL students, and the importance of collecting and submitting data in accordance with Every Student Succeeds Act (ESSA) and the Mississippi Department of Education.

#### **EL Staffing:**

- Prepare and provide language instruction aligned to the district's EL Curriculum.
- Collaborate with school staff in the language development of ELs.
- Collaborate with MSIS clerk to ensure proper identification is taking place
- Administer the placement test for identification of ELs
- Ensure all original EL documents are filed in the student's cumulative folder
- Maintain EL rosters and update as changes occur
- Collaborate with TST team
- Collaborate with stakeholders to ensure best practices and supports for EL are made available

- Continue to participate in opportunities which will further expand expertise in the field
- Adhere to Mississippi Code of Ethics
- Maintain confidentiality and privacy of all Tishomingo County Schools' records

### **Student Evaluation Team**

- The School Evaluation Team is a school team responsible for guiding and monitoring the placement, services, and assessment of students who are ELs. The SET must be composed minimally of the school EL contact, the EL teacher, the student's teacher, a school counselor, administrator, and parent representative. The SET will meet to evaluate student progress.

### **EL Instruction:**

- Tishomingo County School District utilizes multiple methods of providing EL instruction. EL teachers and staff provide daily standards based language instruction as specified in the student's LSP. In addition to the EL teachers and staff, all Tishomingo County teachers are language teachers. All teachers hold ELs to the same high academic standards expected of all students; however, content teachers must understand to do this, differentiated instruction, modifications, and accommodations must be provided to each EL for instruction and assessment to be meaningful and to meet individual needs as required by law.

### **Guidelines for Gifted Education Students:**

- In the identification of ELs for gifted services, students must meet the criteria determined by the state, LEA, and school.
- The time spent in the development of English proficiency should not take precedence over appropriate instruction and learning in the student's area of strength and talent. The

language of instruction should serve the optimal development of the student's ability.

**Guidelines for Students with Disabilities:**

- Depending on the extent of the student's disability, it may be appropriate for the general education teacher, EL teacher, and the special education teacher to work collaboratively in order to meet the needs of the student.
- The fact that an EL has a disability does not replace the need for language assistance. The plan for providing language assistance and support should be delineated in the student's Individual Education Plan (IEP).
- ELs should be served through both programs. In the event another means of support will be more beneficial to the student, the Special Education team and the EL teacher should work together to determine the most effective plan and to provide needed support for implementation.
- The TST and the IEP team should meet together to set both language and academic goals for ELs identified in SPED based on their areas of expertise.
- Specific procedures for special education assessment are provided in the Mississippi Policies and Procedures Regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of 2004, State board policy 74.19. Proficiency assessment in both English and the child's first language can identify the dominant language for the purpose of further evaluation and assessment if needed. Non verbal tests are another alternative.
- All students who qualify for services under IDEA regardless of the type of degree of disability, share certain rights and needs including:
  - The right to a free and appropriate public education

- The right to an IEP specifying the student's unique needs along with the special education and related services the student is to receive.
- The need to have cognitive, linguistic, academic, and social/emotional characteristics considered and appropriate environmental modifications and accommodations made.

**Guidelines for ELs and Multi-Tiered Systems of Support (MTSS):**

- Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce discipline infractions.
- With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness and identify students with learning disabilities or other disabilities (National Center on Response to Intervention). EL students are eligible for intervention services, and EL teachers will assist with the documentation process.