

Attala County School District



English Learners Plan

District EL POC:
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Mission

The mission of the Attala County School District is to become a top ranked learning community that produces lifelong learners.

Vision

The Attala County School District, along with all stakeholders, is committed to producing students that are lifelong learners and successful in the changing world.

We Believe...

- Our chief priority is doing what is best for students.
- All students have the capacity to learn and the right to reach their full potential.
- Students deserve faculty and staff who are caring, competent, and knowledgeable.
- A safe and supportive environment enhances student achievement.
- A quality education is provided through continual evaluation to ensure all stakeholders are growing.

Introduction

The Attala County School District consists of four schools: two elementary schools, two high schools, and a career and technology center. The total enrollment of the district is approximately **1,100** students. Special ethnic population students include blacks, Arabics, Hispanics, and Asian. There are less than **1%** English Learner (EL) students currently enrolled of the district's student population.

Definition of an English Learner (EL)

An EL is a student:

- Who is aged 3-21;
- Who is enrolled or preparing to enroll in an elementary or secondary school;
- Who was not born in the United States OR whose native language is a language other than English;
- Who is 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; and
- Where difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - The ability in meeting the State's proficient level of achievement on State assessments described in section 1111(b)(3)
 - The ability to successfully achieve in classrooms where the language of instruction is English; and
 - The opportunity to participate fully in society.

Definition of Immigrant

An Immigrant student:

- is ages 3 through 21;
- was not born in any state or U.S. territory; and
- has not been attending one or more schools in any one or more states for more than three full academic years

The EL program is supported with Federal Title I, Part A funds.

It is the policy of the Attala County School District that no compulsory school-aged individual shall, on the grounds of race, color, disability, sex, religion, or national origin be excluded from the full participation in or be denied the benefits of the educational programs provided by the Attala County School District.

Enrolling English Learners

Attala County Schools will enroll all students regardless of their or their parents' or guardians' actual or perceived citizenship or immigration status.

While the schools may require students or their parents to provide proof of age, a student will not be barred from enrolling because he or she lacks a birth certificate or has records that indicate a foreign place of birth.

The Attala County School District will not require families to provide a social security number to enroll in or attend school. If a school requests a student's social security number it must: 1) inform the family that providing it is voluntary and refusal will not bar the child from enrolling in or attending school, and 2) explain for what purpose the number will be used.

I. Educational Approach and Setting Goals

A. Educational Approach

The mission of the English Learner (EL) program in the Attala County School District is to provide an opportunity for all students to learn basic skills so they can perform their roles as functioning citizens of our community, state, and nation. In addition, all students are given the opportunity to discover and develop their own special talents.

EL students in the Attala County School District are challenged to learn communication skills and to achieve in a language that is not native to them. In addition, they are experiencing and adjusting to diverse educational and cultural settings. The Attala County School District recognizes for students to be successful, they must develop language, academic, and social skills. Furthermore, they must develop an understanding of the school setting and atmosphere.

In accordance with the Attala County School District's mission, the district provides a rich learning environment that is student centered, developmentally appropriate, and research based. Research indicates that EL students learn language by participation in grade-level and challenging curriculum, access to English speaking peers, partnerships between the interventionist and general education teachers, a responsive learning environment for a range of learning styles and skill levels, interactive learning opportunities, higher order thinking skills, and a high-quality English Language Arts Program. The EL program allows students to participate in an age-appropriate regular classroom setting for the majority of instruction. Furthermore, EL students in the Attala County School District are assured of having the best instructional personnel, facilities, and equipment that the school system can provide.

The Attala County School District begins EL instruction in an age-appropriate class. This class allows participation in a challenging curriculum with access to English speaking peers. EL instruction in the Attala County School District utilizes a partnership between the Multi-Tiered System of Support (MTSS) interventionist and the general education teachers. EL students receive instruction in the regular classroom and are provided extra language instruction by the interventionists. The MTSS interventionist works with the students to meet individual learning needs. The MTSS interventionist designs specialized instruction to meet various learning styles, skill levels and higher order thinking skills. The primary goal is to provide each student with the English skills necessary to function successfully in the academic program. Grade level

teachers communicate regularly with the interventionist and counselor to discuss student progress.

B. Educational Goal

The Attala County School District has goals to help students develop competencies in English. Each goal is supported by national learning standards that are applicable to EL students in grades K-12. The Attala County School District believes that by meeting national standards, students will also meet state academic standards, and will make progress annually toward becoming proficient in the English language.

Standard 1

English learners communicate for social, intercultural, and instructional purposes within the school setting.

Standard 2

English learners communicate information, ideas, and concepts necessary for academic success in the area of language arts.

Standard 3

English learners communicate information, ideas, and concepts necessary for academic success in the area of mathematics.

Standard 4

English learners communicate information, ideas, and concepts necessary for academic success in the area of science.

Standard 5

English learners communicate information, ideas, and concepts necessary for academic success in the area of social studies.

II. Procedures for Identifying Potential EL Students

The parent, guardian, accompanying adult, or unaccompanied student will complete the district/school enrollment packet, including the Home Language Survey (HLS), proof of residency, proof of required vaccination (*allow up to 90 days to complete*), proof of age as required by MS Code 37-15-9, and immigrant status (*definition provided in enrollment packet*). The HLS must be completed for all new entering students at the time of registration.

1. The school registrar or counselor will assign an MSIS number to the student if he/she does not have one assigned from another school district.

2. The school counselor will collect the information, distribute the information, and notify the EL Coordinator within five days of the potential EL student's enrollment if the HLS indicates a language other than English is the first or home language.
3. The school counselor will notify the EL Coordinator within five days of the potential EL student's enrollment if the enrollment information provided by the parent, guardian, accompanying adult or unaccompanied student indicates a student aged 3-21 was not born in any U.S. state and/or has not attended a U. S. school for more than 3 years.
4. The EL Coordinator will make arrangements for the identified EL student to be screened for language proficiency using the state-approved screening instrument.
5. The EL Coordinator will convene an evaluation team to discuss the results of the language proficiency screener and to determine if the identified EL student qualifies for services.
6. The EL Coordinator and the evaluation team will develop an English Language Learner Student Plan Provide EL services, which will be filed and updated annually or as needed until the student exits EL status. The team will consist of the EL Coordinator, a teacher, a school counselor and a district or school administrator. The team will meet at least bi-annually. Parents/guardians are invited but not required to attend.

III. Procedures for Assessment the Need for EL Services

1. The counselor will assess the student using the state-approved screening instrument, (the LAS Links Placement Test). The test is used to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. A copy of the results will be placed in the student's cumulative folder and sent to the EL Coordinator within 5 days of the assessment. Parental permission is not required for EL testing.
2. No later than 30 days after the beginning of the school year, the counselor will send a letter to the parent or guardian informing him or her of the assessment results. Parents of EL students who were not identified at the beginning of the school year will be notified by letter within the first two weeks of their child being identified. Notification will be in a language parents can understand. Parents may accept or opt out of the services at this time by indicating their preference, signing the form, and returning the form to the school. Even if parents opt out of the services the language needs of the student will be met.

The district will maintain documentation of the following: *(All forms can be found in the appendix section of this manual.)*

1. Criteria for Enrollment of Potential EL Students;
2. Home Language Survey;
3. Parent Consent for Assessment;
4. LAS Links Assessment System;
5. Determination of Student Eligibility;
6. Parent Notification;
7. Program Description;

8. English Language Learner Student Plan;
9. Waiver of Services (Opt Out).
10. Selection of State Assessment;
11. EL Exit from Program;

IV. Procedures for Annually Assessing EL Students

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

1. The District Testing Coordinator (DTC) will attend MDE training sessions for administering the statewide EL assessment and school test coordinators (STC).
2. The DTC will inform counselors 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 spring using the statewide EL assessment. The counselor 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.

V. Procedures for Exit and Monitoring of EL students

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

- Overall Proficiency Score – Level 4 or 5 and
- Reading Proficiency Score – Level 4 or 5 and
- Writing Proficiency Score – Level 4 or 5.

Students who have achieved the proficiency levels above and exited the program must be monitored for a period of four academic years. Monitoring for a minimum of four years will consist of the following responsibilities on the part of the counselor:

- contact teacher each semester to determine if the student is adjusting and succeeding academically and sustaining the criteria used to exit from the EL program;
- review grades and progress reports;
- review standardized test scores or pertinent school-level data;

If monitoring shows the student is falling behind as evidenced by classroom work, grade, and/or English language skills, the student will be referred to the EL tutor or provided Tier II interventions, if deemed necessary.

VI. Programs and Services for EL Students

Parents will be notified of their child's determination for services within 30 days of when the student enrolls at the beginning of the school year or within the first two weeks of enrollment if the student enrolls anytime thereafter.

The Attala County School District's EL Program uses pull-out services. Students receive their primary instruction in the regular classroom by the regular classroom teacher. A pull-out program includes methods and services to teach EL students English language skills (i.e. speaking, understanding, reading, and writing of English) and ensures that EL students can participate in the academic and special programs (e.g. social studies, science, music, art, vocational education) offered by the district. In addition, the interventionist will monitor students' academic progress at least three times throughout the school year.

The district has provided and will continue to provide training for general education teachers so that the EL students can effectively participate in classroom activities and comprehend the academic material being presented. Services to EL students are based on individual student needs. Determination is based on the statewide EL assessment results, other academic information, and teacher observation. The amount of time and type of services provided to students is based on individual student needs. Parents are notified of the type of program services available and other options for EL students in a language that the parent can understand. Parents will be notified of their child's academic progress and language proficiency quarterly throughout the school year.

All EL students will be reassessed using the statewide EL assessment. Parents will be notified of the results within 30 days of school resuming in the fall.

VII. Staffing, Training and Resources

The district will provide services through the school interventionist as funding becomes available. EL students in grades Pre-K -12 will receive direct instruction in English from the regular education classroom teachers and tutorial services from the interventionist.

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 receive training for EL instruction; however, the district will encourage them to obtain the endorsement for English as Second Language by taking the appropriate coursework or Praxis assessment.

Materials and resources, both hard copy and on-line, are provided to meet EL needs. The district is currently utilizing Rosetta Stone English 1 Computer Program to focus on the four areas of language learning:

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

Other resources include Learning Palette Math, Reading, Language Skills, Test Ready Reading and Vocabulary Practice Skills, Milet English and Spanish Flash Word, Insta Learn Alphabet Number Board, Lakeshore Picture Cards, SRA McGraw-Hill Language for Learning Workbook, Math Blasters, Frank Shaffer Vocabulary Cards, FROGS, Leap Pad, and textbooks to work with the EL students. 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.

EL resource materials will be provided for teachers on a needed basis and as funds allow. Professional development will be made available to teachers, interventionists and other staff to attend workshops and conferences to update and improve the district services to EL students and parents.

VIII. 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 MTSS (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 WMCSO, 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 WMCSO, 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 Attala County School District's regulations.

IX. Family and Community Engagement

The Attala County 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, in a language they can understand, 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, 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, and gifted programs.

X. Program Evaluation, Review and Improvement

Formative assessment of goals and practices will be made, and updates will be presented at Attala County School District's administrative meetings. Pertinent updates will be presented to the school board, as needed.

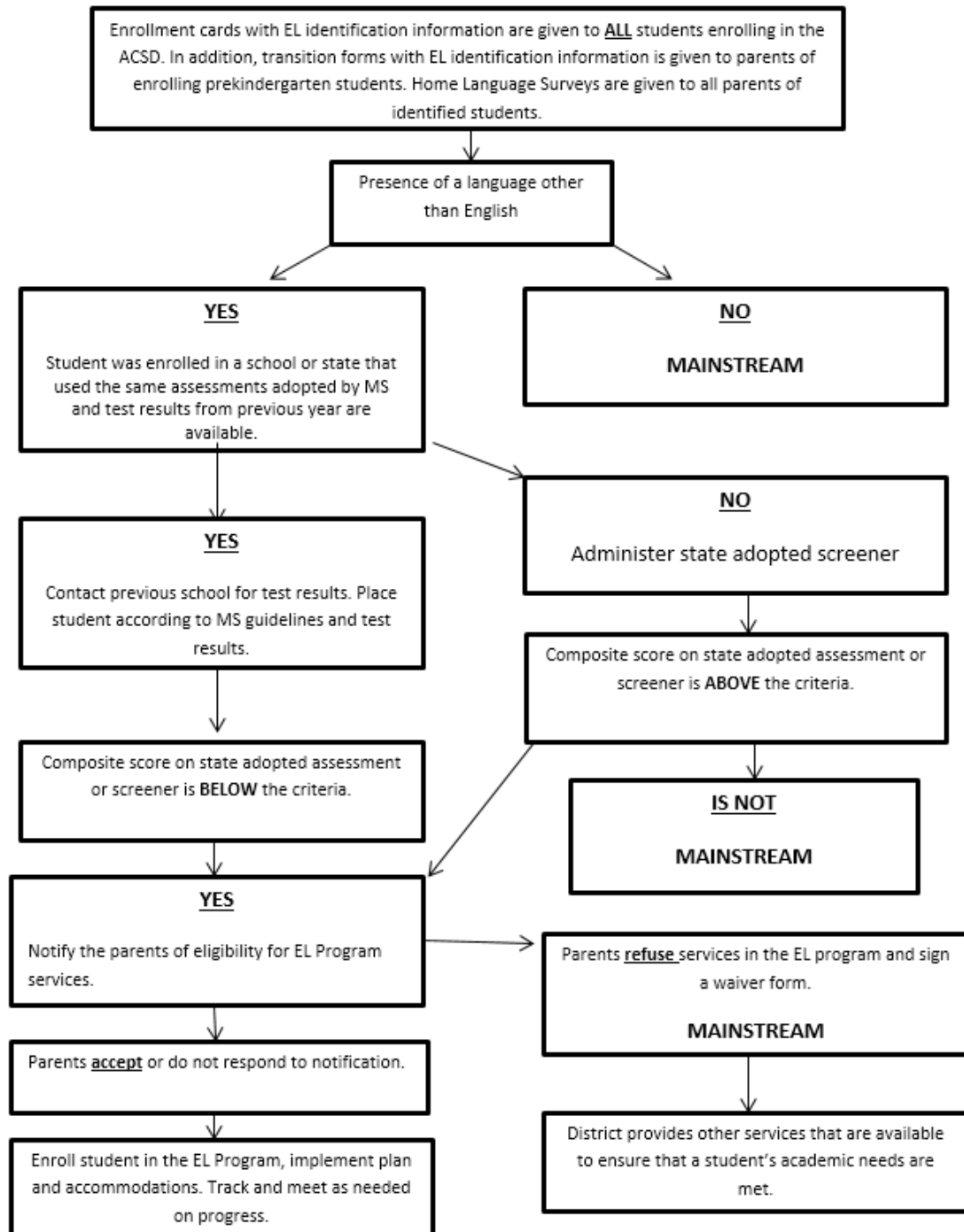
A summative assessment of program goals and all program elements will be conducted annually. Upon receipt of the state assessment results, data will be disaggregated and reviewed to determine the needs of EL students and if the program goals are being met. The program will also be evaluated using the following:

- statewide EL assessment data,
- end of year report cards,
- parent input through surveys or home visit comments,
- EL attendance rates
- EL participation in extracurriculars
- EL discipline/suspension rates
- EL rates in special education and gifted programs

The EL District Plan will be implemented at the beginning of the school year and evaluated by stakeholders during the school year. The plan will be updated and sent to the School Board for approval annually, posted on the district website and published in the district's teacher handbooks. A copy of the plan and all forms required for the plan will be given to all schools and district offices. The EL District Plan will be reviewed with parents during district stakeholder and school improvement meetings.



ACSD ELS IDENTIFICATION AND PLACEMENT PROCEDURES



APPENDIX

(District Forms)

- Home Language Survey
- Consent to Screen Form
- Determination/Placement Form
- Parent Notification of Placement Form
- Parent Waiver of Services Form
- Program Description
- Student Language Service Plan
- Selection of Assessment Form
- Exit Form