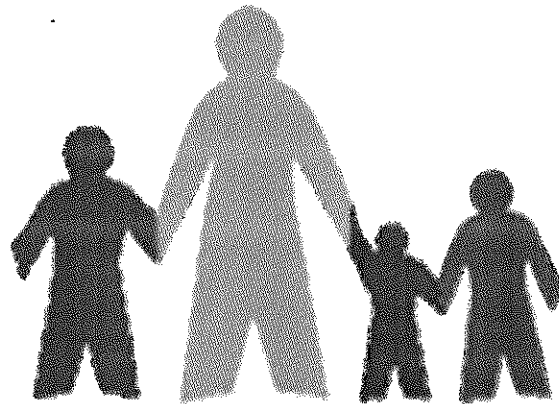


**Coffeeville School District**  
**English Learner District Plan**  
**2021 - 2022**



**English Language  
Learners**

**Dexter Green, Superintendent**  
**LaShanda Hoskins, Federal Director**

## Introduction

The Coffeerville is a city located in Yalobusha County Mississippi. With a 2020 population of 784. The school district's enrollment is approximately 450.

Educating children from immigrant and ethnic minority group families is a major focus for all schools. To ensure that the students in this group receive an equitable education, the Office for Civil Rights has established guidelines for the instruction of ELs. At the most basic level the Office for Civil Rights wants every school district in the nation to know that it is a violation of Civil Rights Law to have Limited English Proficient (LEP) children sitting in classrooms where they do not understand the language of instruction without providing them help that will enable them to learn along with their English speaking peers. These children must be given assistance in learning to speak and understand English, and in using English to learn other subjects. The Coffeerville School District implemented an English Language Proficiency Program to assist students who do not speak English.

The primary goal of the EL Program is to increase student access to quality education while providing guidance and support to professionals within the school community who are involved in the education of EL students. This EL document serves as a basis to provide the program overview and provides a district-wide procedure related to the identification, placement, and instruction for EL students.

The goal is that compliance with the guidelines in this document will result in an improved educational experience for ELs enrolled in the Coffeerville County School District. Furthermore, it is expected that by explicitly stating the legal responsibilities of the district, greater compliance with both State and Federal objectives will be achieved.

## Legal Requirements

During the past fifty years, state and federal governments have enacted laws and regulations to protect the rights of language minority students. The following is a list of laws and regulations which have been instrumental in establishing federal, state, and district policies related to the education of ELs.

### *Free and Equitable Education for All Students*

Every public school in the United States is required to provide free and equitable education to all eligible children who live within the boundaries of the school district. In the past, there was some question as to whether school districts were required to educate children who not legal residents of the United States. However, in 1982 the Supreme Court ruled in *Plyler v. Doe* that the Fourteenth Amendment to the United States Constitution prohibits states from denying a free public education to undocumented immigrant children regardless of their immigration status.

Furthermore, the Court stated that school systems are not agents for enforcing immigration law; thus, **schools should not request any information related to U.S. residency** as this might discourage children from attending school. In keeping with this ruling, schools are advised not to request any information of students (immigrant or non-immigrant) which might be used to disclose undocumented status including Social Security numbers, passports, visas, etc. As a result of this ruling schools, districts are only permitted to require two kinds of information for enrollment: proof of residency in the district (i.e. two bills with an address that is in the district) and proof of required vaccinations. **As long as students can provide this information they must be allowed to enroll in school.**

Should the school, for whatever reason, come across information regarding the immigration status of immigrant students or their parents, it is prohibited under the Family Educational Rights and Privacy

Act (FERPA) from providing any outside agency, including the Immigration and Naturalization Services (INS) with such personally identifiable information without first getting permission from the student's parents or a valid court order.

School administrators should make it clear to all school personnel that their primary responsibility is to provide all students living in the district with a quality education. As educators they should not be involved in any policing activities for the INS, nor are they under any legal obligation to do so.

#### *1964 – Civil Rights Act, Title VI*

The 1964 Civil Rights Act stated that: "No person in the United States shall, on the grounds of race, color, or national origin... be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." As a result of this and subsequent related acts, the Office for Civil Rights (OCR) requires school districts to:

1. take affirmative action to rectify any language deficiency,
2. avoid improper assignment of ELs to remedial classes or denial of opportunities to participate in college preparatory classes,
3. avoid special tracking that operates as an educational "dead-end,"
4. notify parents of ELs of the same information that all other parents receive, if necessary in a language other than English.

#### *1970 – May 25 Memorandum*

The 1970 Department of HEW, May 25 Memorandum, Federal Regulation 11595 stated that: "The district must take affirmative steps to rectify the language deficiency of LEP Students." This document reiterated the responsibility school districts have in terms of the education of LEP students.

#### *1974 – Lau v. Nichols*

In this unanimous decision, the Supreme Court decided that equality of educational opportunity is not achieved merely by providing all students with "the same facilities, textbooks, teachers, and curriculum... Students who do not understand English are effectively foreclosed from any meaningful education."

In addition, the Supreme Court stated that: "Imposition of a requirement that, before a child can effectively participate in the educational program, he must have already acquired those basic skills is to make a mockery of public education."

As a result, schools must make the necessary accommodations and modifications to their curriculum to make it both accessible and meaningful for all students. In some cases, this might necessitate the use of textbooks in the student's native language, the employment of bilingual tutors, or modifications due to the student's lack of educational background.

#### *1974 – Equal Educational Opportunities Act (EEOA)*

The EEOA stated that: "No state shall deny the equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by ... failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in its instructional programs."

While this act did not specify the rights of ELs, the impact of this act on educational programs for ELs has been derived from the judicial interpretation which has focused on the phrase "appropriate action." The standards for complying with this legislation have evolved from federal court cases including *Castenada v. Pickard, 1981*; *Keyes v. School District No. 1, 1983*; and *Gomez v. Illinois State Board of Education, 1987*.

According to the rulings in these cases, appropriate action includes:

1. programs must be based on sound educational theory,
2. programs must allocate trained personnel and material resources necessary to implement the program,
3. programs must provide for evaluation of effectiveness and must implement appropriate changes when needed.

### **Summary of the Office for Civil Rights' Policy on ELs**

The Office for Civil Rights (OCR) is responsible for enforcing *Title VI of the Civil Rights Act of 1964*, which prohibits discrimination based on race, color or national origin. In *Lau v. Nichols*, the Supreme Court affirmed the Department of Education's *May 25, 1970, Memorandum* that directed school districts to take steps to help ELs overcome language barriers and to ensure that they can participate meaningfully in the district's educational programs.

### **Educational Approach**

U.S. Department of Education policies regarding ELs are reflected in three OCR policy documents: *The May 1970 "Identification of Discrimination and Denial of Services Based on National Origin" Memo*; *The December 3, 1985 "Office for Civil Rights' Title VII Language Minority Compliance Procedures" Guidance Document*; and *The September 27, 1991 "Policy Update on Schools' Obligation Towards National Origin Minority Students with Limited English Proficiency."* While OCR does not require or advocate a particular program of instruction for ELs, it does establish that programs educating children with limited proficiency in English must be:

1. based on scientific research and sound educational theory,
2. adequately supported so that the program has a realistic chance of success,
3. periodically evaluated and revised, if needed.

It is with these principles in mind that the guidelines for the Coffeerville School District EL Program have been created.

Due to the linguistic diversity seen in the EL population in the school district, the EL Program focuses on developing an English Learner (EL) curriculum rather than a dual-language curriculum. The program models used in the Coffeerville School District are:

### **English as a Second Language Program**

This is a program of techniques, methodology and special curriculum designed to teach EL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is primarily in English with little use of native language.

The district will hire a licensed English Learner Instructor when funds are available, and a properly certified instructor can be retained. At the beginning of the school year, the EL teacher will assess the needs of the EL students within the district. The EL teacher, working in collaboration with the District EL

Coordinator, and school personnel, will determine the level of services each EL student requires. To the extent practicable, the EL teacher will provide the services for each EL student. The classroom teacher is responsible for ensuring that the EL students are progressing in their acquisition of the English language.

### **Submersion Program**

The submersion program places EL students in a regular English-only program with little or no support services on the theory that they will pick up English naturally. The mainstream classroom teachers work with the students to help them acquire the English language.

EL instruction is offered to students using a pull-out model. Each student receives English language instruction each week, which is based on individual need. While in their mainstream classes' students are encouraged to work towards mastery of grade-level skills with modifications and accommodations being utilized by the mainstream teacher. Mainstream teachers are given professional development and side by side coaching regarding appropriate accommodations for the ELs in their classrooms.

EL pull-out classes utilize the principles of Language for Learning, Language for Thinking, and Compass EL as a Second Language instruction to develop the students' academic competence in English. This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills.

### ***Educational Approach and Setting Goals A. Educational Approach***

The mission of the English Language Learner (ELL) program in the CSD 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.

ELL students in the CSD 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 CSD 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 CSD mission, the district provides a rich learning environment that is student centered, developmentally appropriate, and research based. Research indicates that ELL students learn language by participation in grade-level and challenging curriculum, access to English speaking peers, partnerships between ELL tutor and mainstream 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 ELL program allows students to participate in an age-appropriate regular classroom setting for the majority of instruction. Furthermore, ELL students in the CSD are assured of having the best instructional personnel, facilities, and equipment that the school system can provide.

The CSD begins ELL instruction in an age-appropriate class. This class allows participation in a challenging curriculum with access to English speaking peers. ELL instruction in the CSD utilizes a mainstream teacher. ELL students receive primary instruction in the regular classroom and will be pulled out for language instruction. In the pullout program, teachers meet with the students at least one hour a week to meet individual learning needs. Tutorial activities are held in the individual buildings. The teacher designs instruction to meet various learning styles and skill levels. The teacher also provides interactive learning opportunities and higher order thinking skills that meet individual needs of students. The primary goal is to provide each student with the English skills necessary to function successfully in the academic program. Grade level teachers meet with the ELL tutor to discuss the student progress.

## ***Educational Goals***

The CSD has goals to help students develop competencies in English. Each goal is supported by national learning standards that are applicable to ELL students in grades K12. The CSD 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.

- o **Standard 1**  
English language learners communicate for social, intercultural, and instructional purposes within the school setting.
- o **Standard 2**  
English language learners communicate information, ideas, and concepts necessary for academic success in the area of language arts.
- o **Standard 3**  
English language learners communicate information, ideas, and concepts necessary for academic success in the area of mathematics.
- o **Standard 4**  
English language learners communicate information, ideas, and concepts necessary for academic success in the area of science.
- o **Standard 5**  
English language learners communicate information, ideas, and concepts necessary for academic success in the area of social studies.

## **Identification of Potential English Learner Students**

### ***Defining the Target Population***

Across the nation, many terms have been used to refer to students who are in the process of learning English as a second language. In federal documents, the common term used to designate these students is Limited English Proficient (LEP). The Mississippi State Department of Education has chosen to refer to these same students as English Learners (ELs). These two terms will be used throughout this document interchangeably.

According to Title VII: Bilingual Education, Language Enhancement, and Language Acquisition Programs, Part E, Section 7501 (8)), a Limited English Proficient (LEP) or an English Language Learner (EL) may be defined as:

- (A) an individual who:
  - (i) was not born in the United States or whose native language is other than English and comes from an environment where a language other than English is dominant; or
  - (ii) is a Native American of Alaska 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 such individual's level of English language proficiency; or
  - (iii) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and
- (B) who has sufficient difficulty speaking, reading, writing or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language or instruction is English or to fully participate in our society?

There are many categories of children who cannot effectively learn in English and would, therefore, be classified as LEP or EL. They may be recent immigrants who know little or no English; they may be less

recent immigrants who know a bit of the language; they may have been born in the U.S. of immigrant parents who speak their native language at home; they may be children of families who have been in the country for generations but still maintain their heritage language at home. Services must be provided for any of these children who are not able to reach their academic potential due to limits in their command of the English language.

Student participation in any language instruction in English as a second language is voluntary and requires written parental permission.

### *Screening Process*

The Coffeeville School District EL Plan is designed to meet the unique needs of EL students. Eligibility for the EL Program is contingent on the outcome of a multi-phase screening process. This process involves the use of a Home Language Survey, formal assessments of proficiency, and a review of student records from previous schools.

### *Home Language Survey*

The first phase of the screening process involves identification of potential EL students through the use of a Home Language Survey. This survey is given to **all** incoming students regardless of ethnic background as one element in the general enrollment process. The principal or his/her designee is responsible for ensuring that all students new to the school community complete a Home Language Survey. If a student was enrolled in a feeder school at the end of the previous school year, it is not necessary to administer a Home Language Survey to that student: the Home Language Survey was administered at the feeder school and a copy was placed on file for each student.

Students whose surveys indicate a home language other than or in addition to English are then immediately recommended for further screening by the principal or his/her designee regardless of apparent English proficiency. A copy of the Home Language Survey should be forwarded to the District EL Teacher within the first two weeks of a student's enrollment in the regular academic school year. The principal or his/her designee will notify the District EL Teacher, who will arrange for testing to determine the level of English language proficiency. The original Home Language Survey must be placed in the student's cumulative folder. It is imperative that all personnel involved in student registration are made aware of the district's policy regarding Home Language Surveys to ensure that the principal is informed whenever a language minority student has enrolled in the school.

## **Assessment of the Need for English Learner Services**

### *Test for English Proficiency*

Once a language minority student is identified by the Home Language Survey, the District EL Coordinator or the EL teacher must determine whether or not testing is needed to ascertain the student's proficiency in academic English (see table 1). Care must be taken not to misjudge a student's English proficiency based on that student's ability to converse in English, as conversational skills in the language do not necessarily indicate academic competence in English. Further, the presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English.

The Coffeeville School District evaluates a student's English language proficiency utilizing the Mississippi Department of Education's adopted English language assessment tool. According to *Title III of the No Child Left Behind Act of 2001*, parental approval is not required before children are tested for the program. The English Language Proficiency test is administered and scored by a trained evaluator within the first few weeks after enrollment to determine the student's level of English proficiency before any placement decisions are made.

Personnel in the Coffeerville School District Assessment Office or from the MDE will train any person designated to administer the English Language Proficiency tool prior to that individual administering the assessment to any student. The designated test administrator will test each student identified for testing on the student's home campus. The test administrator will use score information provided by the MDE adopted Testing Center to determine if a student should or should not be classified as an EL student. The results of the English language proficiency test will be used to help place the student in the appropriate level of EL instruction.

The ELL teacher or the District EL Coordinator will provide a copy of the results to the EL teacher and/or to the principal at the student's school. The results of the English language proficiency test will be kept on file. The principal or his/her designee will make the student's classroom teacher/s fully aware of how the student scored on the English language proficiency test.

*No Child Left Behind* requires that all EL students are tested annually for English language proficiency. The MDE requires that all EL students are tested in March to determine their level of English language proficiency. The EL teacher or district designee will administer the MDE adopted English language proficiency test in accordance with MDE State Board Policies and MDE guidelines.

### **Program and Services for English Learner Students**

Students identified as English learners from the MDE adopted English language proficiency test will be placed in a sound language instruction educational program. Prior to placing a student in a language instruction educational program, the school must notify the student's parents or guardians. Parents are not required to respond to the notification in order for the student to participate in the district's language instruction education program; however, parents do have the right to have their child removed immediately from a program upon their request. Under the *Civil Rights Act of 1964*, the school and school district is obligated to provide appropriate means to ensure that the student's English language and academic needs are met even if the parents or guardians refuse to have their child participate in a language instruction program.

#### ***Program Placement***

The first rule for placing EL students in an educational program is that they should be placed at the age-appropriate grade level. The most important reason for age-appropriate placement is socio-cultural. Students' progress faster and work harder when they are with their peers. Also, classroom teachers are organized to teach students of a certain age and will have educational expectations for students of that age group. Two exceptions may apply: 1) The student is not much older than six and has not been in a school before, and 2) The EL student is developmentally delayed or has suffered serious deprivation. In the case of a student who is a young six years old and has not been in a school before, it may be best to place the student in kindergarten. The school principal, counselor, EL teacher and District EL Coordinator will work collaboratively to reach a decision as to grade placement. In the case of a developmentally delayed or deprived student, the principal, counselor, EL teacher, District EL Coordinator, and personnel from the district Special Services Office will work collaboratively to reach a decision on grade placement. In any event, an EL student should not be more than a year behind their age-appropriate grade.

Initial placement of EL students may be crucial to their success in the education program. Grading systems, course titles, and the grade level at which some courses are taught all vary widely from place to place. Students should not be required to repeat the content classes they had in their native language just because of their lack of English skills. In cases where there are problems in evaluating a student's transcript, the principal, District EL Coordinator, and the Curriculum Director will make a determination



on awarding of credits based on competencies. Every effort will be made to review previous school records and transcripts to evaluate and award transfer credits.

Students acquire a second language through the exploration of verbal expression that increases as confidence and knowledge are gained through trial and error. LAS Links assesses the student's English proficiency in listening, reading, speaking, and writing.

**LAS Links Proficiency Levels**

Proficiency	
LEVEL 1	<p><b>BEGINNING</b>            A Level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than English</p>
LEVEL 2	<p><b>EARLY INTERMEDIATE</b>            A Level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English are emerging</p>
Level 3	<p><b>INTERMEDIATE</b>            A Level 3 student is developing the ability to communicate effectively in English across a range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.</p>
Level 4	<p><b>PROFICIENT</b>            A Level 4 student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The students exhibit productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.</p>
Level 5	<p><b>ABOVE PROFICIENT</b>            A Level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics</p>

**Students Identified as EL in Another School or School District**

Students who have already been enrolled in EL Programs at other schools will be automatically referred for EL services upon notification from the forwarding school or school district. The MDE adopted English language proficiency tool will be administered to determine the student's placement in the district program. The principal or his/her designee will notify the District EL Teacher of the student's eligibility for services based on information from the student's prior school.

***Parental Refusal of Services***

If parents do not want their child to participate in the EL Program they will be asked to sign a form documenting their decision to refuse EL services. The mainstream teachers will continue to provide appropriate accommodations in the classroom. The EL student will also receive the appropriate accommodations on the MAP/SATP.

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### ***Program Eligibility***

#### ***Grades K - 12***

The principal will make every effort to place the student with teachers who understand cross-cultural difficulties in the mainstream class. Teachers who use cooperative grouping will be particularly appropriate for EL students. Students whose score at the level necessary for EL services will receive services provided by the district EL teacher, if a teacher is available or the regular classroom teacher if an EL teacher, tutor, or paraprofessional is not available. The primary responsibility for ensuring that EL students are progressing in the acquisition of the English language falls to the student's individual classroom teacher.

Students who exit the EL program will be monitored for four years. If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, the district EL teacher will re-test using the LAS Links Placement Test to see if the student needs to be offered additional language assistance services.

#### ***Grades 4-8***

Consideration of educational background is very important at this level. For example, in many cultures, it is unacceptable for boys and girls to be engaged in physical education activities together at any age. Assessment of the student's knowledge of course material must be designed so that the student can demonstrate mastery of the material regardless of English skills.

Advisable courses include:

- Math – although students may need help with math terminology in English. If their educational backgrounds include prerequisite courses in math, they can usually make the transition in math readily;
- Music
- Physical Education
- Art.

## *Grades 9-12*

Differences in background knowledge may be as much of a hurdle for EL students as a lack of language skills. Topics that students in the United States have heard about for years may be completely new to students from other countries and cultures. In addition, courses at this level can be very language-intensive, requiring advanced skills in reading and writing.

Academic classes that may be extremely difficult to EL students include:

- American, European, or Mississippi history classes – due to lack of background knowledge and high-level reading skills and reading requirements.
- Civics – same reasons as history; and
- Literature-based English classes – especially if literature choices are predominantly American and British; these courses require high-level writing skills, as well.
- Foreign language courses – English is a foreign language to the EL student.

Advisable courses include:

- Math – although students may need help with math terminology in English. If their educational backgrounds include prerequisite courses in math, they can usually make the transition in math readily;
- Music
- Physical Education
- Art
- Select Vocational Courses.

Students who are allowed to complete graduation requirements in these advisable courses during their first year of adjustment to the new school and a new language will generally do better and will be more prepared for history, science, and other classes in their second year.

## *Grading EL Students and Grade Retention*

### *Grading ELs*

EL students should not receive a failing grade during initial stages of Language acquisition.

EL students are expected to meet the same educational requirements as other students; however, they may need more time to do so. Federal requirements mandate that districts take affirmative steps to open their educational programs to national origin minority group students. This means that while EL students must meet the same educational requirements as other students, these requirements must be presented in a manner appropriate to EL students' cultural and linguistic needs and in a time frame that facilitates their learning.

### *Retention of ELs*

Research shows that retention has a negative effect on students' later achievement. Students who are promoted despite poor results in their courses do better in later years than students who are retained. A significant relationship between grade retention and drop-out rates indicates that students who drop-out are five times more likely to have been retained than students who graduate. Students who repeat two or more years have a drop-out rate of almost one hundred percent. Recent research indicates that retention, not a poor achievement, is responsible for much of this effect. Additionally, students view retention as punishment for being "bad" regardless of what the reasons are. Retained students tend to develop problems with social adjustment, attitudes toward school, behavior, and attendance.

Statistics show that very few migrant students graduate at age 20, and almost none have graduated at older than 20. Therefore, any child who is placed two or more years below his/her grade level is virtually doomed to drop out of school. Even one year, with the possibility of losing another year because of migrancy or credit loss in the upper grades, may doom a child to dropping out. Thus, retention is generally not recommended for EL students.

Though the decision to promote or retain must be made on a case-by-case basis, any decision to retain an EL student must be accompanied by documentation demonstrating that appropriate accommodations and interventions were employed throughout the year to assure compliance with Federal requirements (May 25, 1970 Memorandum)

Retention rates of EL students will be monitored as one aspect of the program evaluation. These rates should be no higher than in the general school population. If EL students are being retained more frequently than their native English-speaking peers, the reasons should be investigated and remedies sought.

## **Staffing**

### ***Staffing Requirements***

In order to assure that ELs receive appropriate instruction, the Coffeeville School District will employ an EL teacher who has sufficient educational expertise to meet the needs of our EL students when funds are available. Paraprofessionals and tutors will be hired when funds are available. If funds are not available, each school will use paraprofessionals currently on staff to work with EL students.

The Mississippi Department of Education offers an endorsement in the area of EL. Ideally, all teachers working in the district EL Program would be in possession of this endorsement or a master's degree in the teaching of languages – preferably with an EL emphasis.

If teachers with these qualifications are not found, a teacher with experience working with EL students in a mainstream setting might be recruited to take the position with the understanding that he/she will work towards completing the requirements for an EL endorsement. Such a teacher will be given two years to complete the necessary courses.

EL teachers will be expected to have a native-like command of the English language. Non-native English speakers may demonstrate this proficiency by written and oral tasks as part of the interview process.

### ***Tutors***

When funds are available, the Coffeeville School District will hire tutors to work with EL students to provide the additional help needed for them to be successful students. The tutors will be trained and closely monitored by the EL teacher. All tutors must meet the NCLB requirements for Highly Qualified as pertains to paraprofessionals. Additionally, they must have experience working with children and must be knowledgeable in second language acquisition. If they are non-native speakers of English, they must demonstrate English proficiency and must be able to communicate well with others. Their tasks will be to tutor students one-on-one or in groups of 2 or 3, often working within the mainstream classroom. Where bilingual tutors are employed they will assist with parent communication with the guidance of the EL teacher.

### ***Teacher to Student Ratios***

Teacher to Student ratios in an EL class will be similar to those for special education. Ideally, the EL teacher will have no more than 18-25 students in self-contained settings.

### *Training of Mainstream Teachers Working with ELs*

All teachers will receive formal or informal training to help them understand the nature and special needs of second language learners. They will also receive formal or informal cultural diversity training to make them aware of the behaviors and expectations of their students so that the teachers can work with their EL students more appropriately. The EL teacher will communicate with the mainstream teachers on a regular basis giving them guidance in working with ELs to enable these students to be successful learners.

### *Summary of Identification Process*

All students enrolled in Coffeerville School District will have a completed home language survey on file. Any student whose Home Language Survey indicates that the student speaks a language other than English will be assessed following MDE State Board Policy and MDE guidelines. Student records, when available, will be screened to assist with the determination of the need for EL services.

Eligibility for EL services will be contingent on English language proficiency test scores.

### **Placement**

#### *Student Placement within the Program*

Testing of potential EL students should be completed in accordance with MDE policy to insure timely placement in appropriate classes. Written notification will be sent to the parent to inform them of placement decisions. Parents are not required to respond to the notification in order for the student to participate in the school district's EL program.

#### *Instructional Levels*

The amount of time EL services will be provided through the Pull-Out English instruction model will be based on the student's English language proficiency scores, informal assessments, and work samples.

While the EL Program strives to provide for the educational needs of the EL students in the least restrictive environment possible, students lacking sufficient proficiency in the language of instruction are less able to profit from mainstream instruction. Students shall be scheduled for EL instruction based on individual need. Services will be provided based on the rank order of need. EL instruction will involve individual or small group instruction, preferably not when the child's mainstream class is involved with physical education, art, music or math.

At no time should any EL student be excluded from the mainstream class. When special events are scheduled in the mainstream class every effort should be made to ensure the participation of EL students, even if this means the student will miss a day of EL instruction. Mainstream teachers should adjust as needed to make special events meaningful to their EL students. Whenever possible, special events should be planned to ensure that they will not interfere with the student's EL schedule.

#### *Placement in Mainstream Classes*

According to the Mississippi State Department of Education's *Handbook for Educational Services for Limited English Proficient Students*: "It is not advisable to place a student more than one grade level below the peer age, even when the student is a non-English speaker" (1996:76). EL students entering the Coffeerville School District shall, therefore, be placed with their peers in age-appropriate classes whenever

possible. Should the parents request placement in a non-age appropriate class, written documentation must be obtained and placed in the child's cumulative record.

In subjects such as physical education, art, music, science and math, teachers generally model, act-out, gesture, diagram, do experiments, or ask other students to model what is expected of the class; therefore, lowering the language burden of these subjects. Whenever possible, EL students should be kept with their age-mates for instruction in these areas.

As they attempt to place EL students in classes with their English-speaking peers, each school must determine the accommodations they are able to make to provide students with the optimal educational experience. In some circumstances, this might warrant the use of bilingual aides, textbooks and materials in the student's home language, or placing the student in a lower level specifically for instruction in areas that require remediation. However, in no case shall a student be placed in a class with students who are two or more years below the age of the EL student.

At the secondary level, the Mississippi State Department of Education's *Handbook for Educational Services for Limited English Proficient Students* advises that: "The student's background, transcripts, credits, age, and language proficiency must be considered" (1996:76), whenever placement decisions are made. This document goes on to state that: "It is often necessary to find someone to translate student records" (ibid.). When no records are available the handbook explains that:

Accreditation Standard 39 allows for the teacher-made test in English and/or the native language to be used in determining grade placement and awarding of Carnegie units. Under this standard, students may take as many tests as needed and be awarded credit for all classes in which he/she demonstrates mastery.

### *EL Course Credits*

The Mississippi Department of Education offers EL high school students the opportunity to earn elective credit in grades 9, 10, 11, and 12 in English as a Second Language (ESL). The EL class must meet for a minimum of 140 hours to qualify for credit. The District EL Coordinator and the principal at each will determine whether accommodations and modifications are necessary for the students' other classes.

## **Monitoring Student Progress**

### *Grades in Mainstream Classes*

According to the Mississippi State Department of Education, strict adherence to a "letter" grading system is often inappropriate for EL students. It is strongly recommended that no failing grades be given during the student's initial stages of language acquisition. Any grade of "F" or the equivalent given to an EL must be accompanied by full documentation of modifications/accommodations which were made to allow for full access to the content. In no situation can lack ability to read and write in English constitute the basis for an "F".

To as great an extent as possible checklists, rubrics, and other alternative assessments should be incorporated into the assessment process with EL students.

When preparing report cards students at the Beginning and Early intermediate stages of English proficiency will be graded using effort grades or the following modified grading scale:

**MISSISSIPPI DEPARTMENT OF EDUCATION ENGLISH LEARNER GUIDELINES:**  
 UPDATED: 2018

**As students are working to learn English during the initial stages of language acquisition, it is a violation of their Civil Rights to retain them due to limited language proficiency.**

NOTE: A student should NEVER be given an “F” when the student’s lack of success can be attributed to limited English proficiency. Remember that although the average time for attaining oral fluency (social language) is 1-2 years, English skills in reading and writing take an average of 5-7 years.

**MODIFIED GRADING SCALE FOR ELs**

<b>1<sup>st</sup> – 4<sup>th</sup> Grade</b>	
Levels	Grading Policy
1 Beginning	60% - 100% = S (Satisfactory)
2 Early Intermediate -or- Not Proficient on Placement Test	46% - 59% = NI (Needs Improvement)  0-45% = U (Unsatisfactory) Documentation Necessary **EL MUST be noted on Report Card**
3 Intermediate 4 Proficient	Common Criteria for Assigning Grade
5 Above Proficient -or- Approaching Proficiency Placement Test	(With necessary accommodations and modifications) *EL MUST be noted on the Report Card *

<b>5<sup>th</sup> – 12<sup>th</sup> Grade</b>	
Levels	Grading Policy
1 Beginning	50% - 100% = P (Passing) (with necessary accommodations and modifications)
2 Early Intermediate -or- Not Proficient on Placement Test	0 - 49% = NI (Needs Improvement) (Documentation Necessary) **EL MUST be noted on the Report Card**
3 Intermediate 4 Proficient 5 Above Proficient -or- Approaching Proficient on Placement Test	Common Criteria for Assigning Grade (with necessary accommodations and modifications) **EL MUST be noted on Report Card**

**AWARD CARNEGIE UNIT CREDIT** to students in Levels 1-2 based on classroom modifications and accommodations for student's success. -

### *Exiting the EL Program*

EL students will be monitored following MDE State Board Policy and MDE guidelines. The student's score on the MDE adopted English language proficiency assessment, must indicate that the student has sufficient skills to be an independent learner. There must be evidence of sufficient English fluency in all areas: speaking, listening, reading, and writing.

Once the EL student exits the program, the student's academic achievement and language proficiency will be monitored each grading term (or more often if necessary) for 4 years. The student's classroom teachers, the EL teacher, the school counselor, and parents will all have input in the monitoring process. All data will be reviewed to determine that the student is able to function at or above grade level. If at any point the student exhibits inadequate progress or a decline in English proficiency, remedial assistance will be provided. This could include tutoring or replacement in the EL program with additional accommodations.

The Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act (ESEA), requires that procedures. The Office of Student Assessment and Office of Elementary Education and Reading recommends the following proficiency levels be met before students exit EL status: Overall 4-5 and Reading 4-5 and Writing 4-5.

Under ESSA, students must be monitored for four (4) years after exiting EL status. If the student begins to demonstrate difficulty in their English only class, then the Student Evaluation Team will consider if that student should be offered EL services again or begin an intensive Response to Intervention (RTI) proves.

### **Procedures for Participation in Athletic or Mississippi High School Activities Association Programs:**

1. The process for referral of an ELL student is the same as the process outline for all students:
2. Notify or make the coach (or an administrator or counselor) aware of interest to participate.
3. Meet eligibility requirements established by MDE, MHSAA, and the CSD, including a health clearance from a physician and proof of health insurance.
4. 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.
5. If selected to participate based on ability, the student must adhere to all discipline and academic requirements set by MHSAA, the CSD, and individual coaches, band directors, or activity sponsors.
6. 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 CSD regulations.



**COFFEEVILLE SCHOOLS**  
**Initial ELL and Migrant Form**

*Upon entering our school district, each student must have a Home Language Survey completed and placed in his/her cumulative file. If 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:** \_\_\_\_\_



**Coffeeville School District English Language Learner Plan approved by the Coffeeville School Board**

School Board President Signature: \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_

Federal Programs Director Signature: \_\_\_\_\_

Board Approved Date: \_\_\_\_\_