Jackson Public Schools

English Learners
District Plan

2023-2024

Demographics

Jackson Public Schools is the second largest school district in Mississippi, serving more than 23,000 students, representing more than 80 percent of school-aged children in the state's capital and the only urban municipality. Jackson, Mississippi is comprised of an estimated 166,965 residents in an area of 104 square miles. There are 7 high schools, 12 middle schools, 33 elementary schools and 2 special schools comprising the district's 54 school sites. Moreover, the District also serves 10 Private Schools and 2 Neglected and Delinquent sites. Jackson Public Schools is a Title I District therefore; all students are served by all programs, if applicable. The District has an ethnic diversity of 97% black and 3% other. Additionally, the District employs nearly 5,000 people including 2,208 fulltime teachers and is the fourth largest employer in the Greater Jackson area.

English Learners Defined

The U.S. Department of Education (ED) defines an English Learner as an individual, “who comes from an environment where a language other than English that has had a significant impact on the individual’s level of English language proficiency,” thereby impacting the student’s English language proficiency where difficulties in speaking, reading, writing, and comprehension the E

Further, *Castañeda v. Pickard of 1981*, a case that originated in Texas alleged various complaints to include that the school district did not help students with language barriers because they failed to develop bilingual programs. The U.S. Court of Appeals, Fifth Circuit, found the school district failed to meet the requirements mandated by the Equal Educational Opportunities Act of 1974, specifically, failing to take appropriate action to address the needs of ELs. The outcome resulted in the Castañeda Standard which mandates the programs for language minority students must be (1) based on a sound educational theory, (2) implemented effectively with sufficient resources and personnel, and (3) evaluated to determine whether they are effective in helping students overcome language barriers.

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Program Model

Jackson Public Schools has adopted the English Language Development 2.0 Framework which clearly articulates and attends to the development of English proficiency across all language domains and all subject areas. This approach to language acquisition raises the rigor of language and content instruction, ensuring that all students achieve the curriculum expectations per state standards.

The individuals leading the programs at the schools are the Teacher Support Teams (TST) or Student Evaluation Teams (SET) consisting of an or the ESL teacher(s), an administrator, counselor, and a parent representative. At non-EL sites the instructional interventionist, instructional coach, English Language Arts teacher and administrator will lead the work.

Students identified as ELs are served in nine campuses in the district, they are:

Boyd Elementary
Pecan Park Elementary
Spann Elementary,
Sykes Elementary
Wingfield High School
Bates Elementary
Chastain Middle School
Whitten Preparatory
Callaway High School

The approach to language acquisition as theory in action are Focused Language Study (FLS) and Discipline-specific Academic Language Expansion (DALE).

Focused Language Study: FLS calls for dedicated time for focused instruction on how English works, providing ELs with an understanding of the basic structures of language to engage in academic discourse across all content areas. FLS will be a component of English as a Second Language (ESL) Pull-Out and Push-In models at the elementary grades K-5 and Sheltered English Instruction (SEI) for grades 6-12.

Discipline-specific and Academic Language Expansion (DALE): This element calls for the development and expansion of discipline-specific academic English across the day by the teachers and integrated into all subjects. The language learning that occurs during Ó ¯ ḥ ư ş

Key Elements of ELD 2.0 Framework

	WHAT	HOW
Focused Language Study (FLS)	a. Focused English Language Development: A dedicated time for very targeted ELD. Instruction	

Welcoming New Students

First impressions are lasting impressions. While language barriers can be difficult situations to maneuver, body language, facial expressions and a welcoming school environment can ease the concerns of both the students and the parents. When ELs and their families enter the United States, they must become familiar with their new country's culture and customs as well as a new school system and its myriad structures, expectations, and legal requirements. Children who are unaccompanied youth may also be adjusting to life in a new family or home environment. In addition of these challenges, many ELs may have had journeys to the United States that involved hardship and trauma.

Welcoming ELs into a school community requires empathy and understanding of the unique challenges faced by these students and their families. It also necessitates an understanding of the benefits of creating environments that are inclusive, informing, welcoming, and conducive to full participation and academic success for all students.

Identification of Potential ELs

A consistent registration process for ELs facilitates their entry and orientation into the new school environment. It is vital to this orientation process to have school personnel who are trained and dedicated to meeting the needs of students from different cultures with different levels of English proficiency.

Educational decision making for ELs requires a consistent district-wide registration process that includes procedures for identification, assessment, and proper program placement. While the State of Mississippi does not have statutes in place regulating specific language instruction educational programs and services for ELs, the MDE, in conjunction with federal guidelines regarding ELs, provides the guidance school districts need to identify, assess, and place students into an appropriate language instruction educational program.

The identification and placement of ELs in an appropriate language program that assures them of an equitable, quality education is a four-step process.

Step 1 – Home Language Survey
Step 2 – Initial Assessment of Language Proficiency
Step 3 – Parental Notification
Step 4 – Program Placement

10 days of student enrollment. If English Language Proficiency scores are not readily available, request the records.

If there is no record available, or records cannot be obtained in a timely manner, it will be necessary for the school to ensure that it meets the appropriate deadlines for identification and screening of transfer students.

*******Every attempt should be made to obtain the original HLS, or a copy, from the student's previous school. A student should only be re-surveyed if the original HLS cannot be obtained.

REMINDER: Schools must communicate information to limited English proficient parents in a

If the student's score is a borderline score approaching a **28**, then this score in conjunction with the professional judgment of the school's Student Evaluation Team (TST/SET) should inform the final decision for services and placement.
The TST/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 attainable in the primary grades or the increased difficulty of academic content requirements at higher-grade levels.

Students who were previously enrolled in another Mississippi school district or another LAS Links state may not need to be assessed with the LAS Links, providing they have test results available for review.

LAS Links data should be considered **as only one piece of evidence in the decision-making process regarding placement of students in grades K-12.** A teacher's best professional judgment, other assessments, and extenuating circumstances, such as the student's age and amount and quality of previous schooling, should be considered when making decisions for educational instructional services.

Step 3 – Parental Notification

Prior to the initial placement of a student in a language instruction educational program, the ESL teacher or school principal will notify the student's parents or guardians and provided a description of services to be provided *(EL Notification of English Language Development Program Placement and EL Description of English Language Development Program).* Parents are not required to respond to the notification in order for the student to participate in the language instructional program, however; parent/guardian signature indicates approval for ESL services to the child. Entrance Notification Letter must be returned within 5 working days. This form will be kept in the student's EL folder and a copy sent to the district program office.

Parents have the right to waive or decline ESL services and remove their child from the district's ESL program. However, if a student has been classified as an EL, based on the HLS and the LAS Links Screening Assessment, the student is still required, by federal law (Section 3122 and Section 1116 of NCLB and ESSA) to take the English Language

district's program office, allowing the student to remain at the designated home school and be placed in a general education program not tailored for English learners. The student must be assessed annually with the LAS Links test per MDE until the student is deemed proficient in the English language.

When a parent declines placement in the ESL program, the district continues to monitor the academic progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs addressed. The parents may refuse to enroll their child in a particular program or may choose another program or method of instruction, if available (for instance, Title I interventions). 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 outside of a structured ESL class. These students continue to be reported in *SAM6i* and assessed annually using the state-mandated English language proficiency assessment LAS Links for ELs.

Within one week of receipt of the decline of services, the lead ESL teacher and the school-level Teacher Support Team (TST), TST/SET as identified by MDE, will hold a meeting. They will identify specific services that will be implemented. Services may include, but are not limited to, the following: support in the classroom, accommodations and modifications to instruction and class work, allotted time for student to attend instructional intervention or remedial support sessions, and regular progress reports provided by the school to the district's program administrator. Parents will receive notification letters annually as long as English language proficiency assessments indicate that the student is not yet proficient.

To assist the district and its schools comply with the parent notification requirements of *ESSA* the district utilizes the TransACT system and Ellevation, district translator, CAL Interpretation and Translation. TransACT is a web-based system that offers a robust collection of more than 60 proprietary legal and policy documents fully supporting the parent communication mandates (Title I, III, IX, X, FERPA, PPRA) of *ESSA*. This collection is available in English, Spanish, Arabic, Hmong, Russian, Vietnamese, and several other languages. The district's fluent, Spanish-speaking translator and C.I.T are available to schools and parents daily to assist with parent communication, meetings, conferences, phone calls, etc.

Step 4 – English as a Second Language Program Placement

Students identified as ELs from the language proficiency assessment must be placed in a sound language instruction educational program in addition to mainstream classes.

ELs in middle and high school shall be enrolled in English as a Second Language (ESL) class. ESL is an approved subject for Mississippi secondary schools. The assigned code number for the ESL course is 160121, *Approved Courses for the Secondary Schools of Mississippi*. ELs enrolled in this course can earn one elective credit in grades 9, 10, 11, or 12. The class must be delivered during the regular school day, although supplemental support may include tutorials or summer enrichment programs, and must meet daily, five days per week, for a minimum of fifty (50)

English Learner Identification Flowchart

Grade Level Placement

English Learners face a unique challenge in that they must learn the same academic content that their peers in mainstream classrooms are learning, except that ELs must do so at the same time that they are acquiring a new language. Helping ELs succeed in school is the responsibility of both the mainstream classroom teachers and the ESL teachers. Both groups of teachers should address cognitive and academic development of students, as well as English acquisition.

Educators must remember that the first rule for placing ELs in an educational program is that they should be placed at the age-appropriate grade level. One important reason for age-appropriate placement is socio-cultural. Students' progress faster and work harder when they are with their peers. In addition, classroom teachers are organized to teach students of a certain age and will have educational expectations appropriate for students of that age group.

ELs should not be placed in special education classes on the assumption that the materials and teaching methods in those classes would be better for them than sitting in classes where they could not understand the instruction. This placement violates the students' rights to educational opportunities that take advantage of their true capabilities.

Placement in Grades 4-8

Consideration of educational background becomes more important at this level. Assessment of

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
Art
Other academic content areas through sheltered instruction

Students who are allowed to complete graduation requirements in these advisable courses during their first year of adjustment to the new school system. Academic classes serve as the context to learn the English language in conjunction with the cognitive and academic concepts required at each grade level. Sheltered instruction and English reading instruction would support the learning of content and cognitive development.

Monitoring the Progress of English Learners

The school level EL Teacher Support Team (TST)/Student Evaluation Team (SET) regularly monitors and reassesses English Learners throughout the school year. The TST/SET includes, at minimum, the principal (or designee), guidance counselor, ESL teacher, grade-level classroom teachers and parent. The TST/SET considers the following data in determining student progress:

- standardized test scores;
- academic achievement as measured by classroom assignments and tests
- observation of classroom behavior
- interviews with the student and parent(s)
- length of time in school
- student's educational background

Guidelines for progress monitoring –

1. Each student will be evaluated annually for English language proficiency and content knowledge. Each student in grades K-12 will be assessed annually in the language domains using the state-adopted language proficiency assessment, LAS Links. Students in grades 3-12 will participate in the state's assessments: Mississippi Assessment Program (MAP), and the Subject Area Testing Program (SATP). All testing results will be documented in each student's classroom folder and cumulative record folder. Copies of the language proficiency assessment and state assessment results will be provided to parents.
2. ESL teachers will review mid-term progress reports to monitor students' English

Parent and Family Engagement

Jackson Public Schools believes that effective parent and family engagement programs must be designed to provide leadership for home-school partnerships and to promote schools' commitment to building-level planning and improvement *(School Board Policy, Section 1, KKA/JAB).* To address the barriers to parent and family engagement, the district adopted traditional and non-traditional approaches from the Great Lakes Center for Education Research & Practice document entitled *Promoting EL Parental Involvement: Challenges in Contested Times* (January 2008).

Every EL site is required to host at least two Parent and Family Engagement nights per school year (Fall/Spring) that specifically addresses the EL program per ESSA 3113(c)(3)(A).

Traditional	**Non-Traditional**
Assists families with parenting and child-rearing skills, as well as with creating home conditions to support learning	Develops reciprocal understanding of schools and families
Communicates with families about school programs and student progress with two-way communications	Situates cultural strengths of family and community within the school curriculum
Includes recruiting efforts to involve families as volunteers and audiences	Provides parental education that includes family literacy and understanding school community
Involves families with their children in learning activities at home, including homework and other curricular-linked activities	Promotes parental advocacy that informs and teaches parents how to advocate for their children
Includes families as participants in school decisions, governance, and advocacy through councils and organizations	Instills parental empowerment through parent-initiated efforts at the school and community level
Collaborates and coordinates with work and community-based agencies, colleges and other groups to strengthen school programs	Implements 0 GmS3 1 308.11 173.9 Tm0 G.8t

Professional Development

Jackson Public Schools supports its program for English Learners as an integral part of the

for the teacher to accommodate the instructional strategies and/or instructional pace for the student. Just because the student requires accommodations to his/her program, does not necessarily mean that he/she has a disability or that he/she should be referred to special education.

If, however, the student continues to have difficulty after consistent language accommodations and instructional interventions have been attempted for a reasonable amount of time, and the interventions from Tiers 1 and 2 have not resolved the issues, the student should be referred to the Student Evaluation Team (SET). The ESL professional must be a member of the SST. The ESL teacher knows the natural order of English language acquisition regardless of the student's first language. The ESL teacher is also familiar with the usual rate and stages of acquisition, as well as the "typical" errors to be expected.

This knowledge of second language acquisition, along with the following information, is essential in determining the possible need for different interventions or future referrals for additional services:

Place of birth

Entry date U.S.

Years in U.S. schools

Educational history; Years of schooling in home language; Interrupted education?

be dually served through both programs. In the event another means of support will be more beneficial to the student, the Special Education team and the ESL specialist should work together to determine the most effective plan and to provide needed support for implementation. The SET and the Special Education Committee members should consider meeting together to set, both, language and academic goals for ELs identified in SPED based on their areas of expertise.

If an EL student is determined eligible for special education services, the IEP team should decide the type and degree of services (Special Education and ESL) the student will receive.

Students generally should be served in both ESL and Special Education if they qualify for both programs, no matter what the disability.

The ESL teacher must be included as an active member of the SST team and IEP team for ELs with disabilities.

If it has been demonstrated through testing that the student qualifies for special education services under the learning disability label or speech services label, the EL should be served in both programs.

Scheduled time for a Language Instruction Educational Program should not be reduced.

Private Schools

Jackson Public Schools serves 10 Private Schools with the city limits. Through meaningful and timely consultation with the private schools, the district will provide educational services to identified ELs as required by ESSA Sec. 8501.

FORMS

JACKSON PUBLIC SCHOOLS
HOME LANGUAGE SURVEY

The Office of Civil Rights (OCR) requires that School Districts identify English Learner (EL) students in order to provide appropriate language instructional programs for them. Mississippi has selected the Home Language Survey (HLS) as the method for this identification. The HLS must be administered to all students at enrollment and filed in their cumulative folder.

School: Date:

Student's Name: Grade:

1. What is/was the first language your child learned to speak? _____

2. Does the student speak a language (s) other than English? (Do not include languages learned in school.) _____ Yes _____ No

JACKSON PUBLIC SCHOOLS
Encuesta de Lenguaje

La Oficina de Derechos Civiles (OCR, por sus siglas en inglés) requiere que los Distritos Escolares identifiquen a los estudiantes Aprendices de Inglés (EL) para poder proporcionarles programas de instrucción de idiomas apropiados. Mississippi ha seleccionado la Encuesta sobre el idioma del hogar (HLS) como el método para esta identificación. El HLS debe ser administrado a todos los estudiantes al momento de la inscripción y archivado en su carpeta acumulativa.

Escuela:_____ Fecha:_____

Nombre del estudiante: _____ Grado: _____

1. Cuál es la lengua materna de su niño? _____

2. El estudiante habla otro idioma que no sea inglés (No incluya los idiomas aprendidos en la escuela.) _____ Si _____ No Si sí, especifique el idioma (s):_____

3. Qué idioma su niño habla más a menudo? _____

4. Qué idioma se habla en la casa? _____

5. El estudiante ha ido en alguna escuela en los Estados Unidos en tres años de su vida? _____

(Si una o más de las preguntas 1-4 indican un idioma que no sea el inglés, el alumno debe recibir la prueba LAS Links).

1. ¿Cuándo su niño empezó en una escuela en los EEUU? ¿En cual estado?

Nombre de la escuela	Estado	Fechas
_____	_____	_____
_____	_____	_____

2. ¿El estudiante esta yendo a la escuela como un estudiante de intercambio?

3. El estudiante ya estuvo en un programa educativo bilingüe o el programa de inglés como segunda Lengua (ESL) en alguna escuela de los EEUU? _____ Si _____ No Si sí, donde?

4. El estudiante ha terminado el programa? Fecha: _____

Firma del Padre/ Guardián: _____

Persona que relleno este formulario (que no sea el padre/guardián): _____

El distrito tiene la responsabilidad, conforme a la ley federal, de atender a los estudiantes con dominio limitado del inglés y que necesitan servicios de instrucción en inglés. Dada esta responsabilidad, el distrito tiene el derecho de solicitar la información que necesita para identificar a los aprendices de inglés (EL). Como parte de la responsabilidad de localizar e identificar a los estudiantes EL, el distrito puede realizar evaluaciones o solicitar información relacionada sobre los estudiantes actualmente inscritos en la escuela, así como a los estudiantes que se inscriban en el distrito en el futuro. *

Language Service Plan *(for Students with Limited English Proficiency)*

All testing accommodations are classroom accommodations, however not all classroom accommodations are state testing accommodations.

CLASSROOM INSTRUCTIONAL SUPPORTS AND ACCOMMODATIONS/MODIFICATIONS

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Exit/Monitor Status Documentation

(for Students meeting qualifications to exit EL Services)

MONITORING, continued					
Start Date		**Date of Parent Notification**		**Expected date for CONCLUSION OF MONITOR STATUS** *(Minimum of 4 years)*	

REPORT CARD AND STATE ASSESSMENT RESULTS									
YEAR 3					YEAR 4				
	Q1	**Q2**	**Q3**	**Q4**		**Q1**	**Q2**	**Q3**	**Q4**

Plan de Servicios Lingüísticos (para estudiantes con dominio limitado del inglés)

Todas las adaptaciones de prueba son adaptaciones de aula, sin embargo, no todas las adaptaciones de clase son adaptaciones estatales de prueba.

AYUDAS INSTRUCCIONALES EN EL AULA Y ALOJAMIENTOS / MODIFICACIONES	
Para satisfacer las necesidades de este niño, las siguientes son recomendaciones para usar en la instrucción regular en el aula:	
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒ OTROS: Instrucción en vocabulario académico

PERSONAS INVOLUCRADAS EN EL DESARROLLO DEL PLAN DE SERVICIO DE IDIOMAS

Al firmar este formulario, estoy indicando que he leído y comprendido la información del Plan de Servicio de Idiomas.

DIRECTOR *Firma* TU NOMBRE IMPRIMIDO PADRE *Firma* TU NOMBRE IMPRIMIDO

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Student Name:_____ Initial Date of Enrollment in U.S. Schools: _____

Student ID: _____ Date Identified as EL: _____

This form can help

Schooling Outside U.S.				Schooling in U.S.
School Year	Grade	Where	All or Partial School	

keep track of a student's EL status, program participation, years in U.S. schools, and LAS Links rating;
monitor extensive absences of schooling outside the U.S. and the schooling patterns of students who move in and out of the U.S.; and
summarize a student's test history.