Technical Assistance: School Registration

Office of Federal Programs

mdek12.org



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community





State Board of Education STRATEGIC PLAN GOALS



ALL Students Proficient and Showing Growth in All Assessed Areas

EVERY School Has Effective Teachers and Leaders





EVERY Student Graduates from High School and is Ready for College and Career

Uses a World-Class Data System to Improve Student Outcomes





EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School and District is Rated "C" or Higher







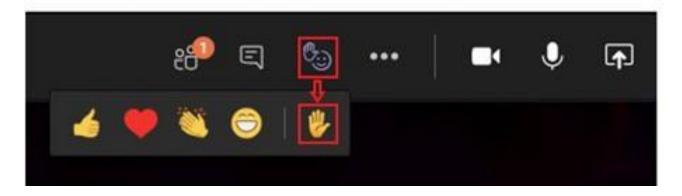


- Please mute yourself unless you have a question to reduce background noise
- Please cut the camera off to save bandwidth to reduce technical glitches
- Please ask questions throughout the presentation via chat or "raise hand" feature

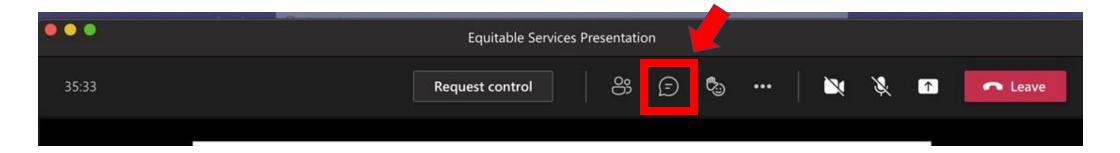


"Raise Hand" Feature

Just select Show reactions in the meeting controls, and then choose Raise your hand in the meeting will see that you've got your hand up.



"Chat" Feature

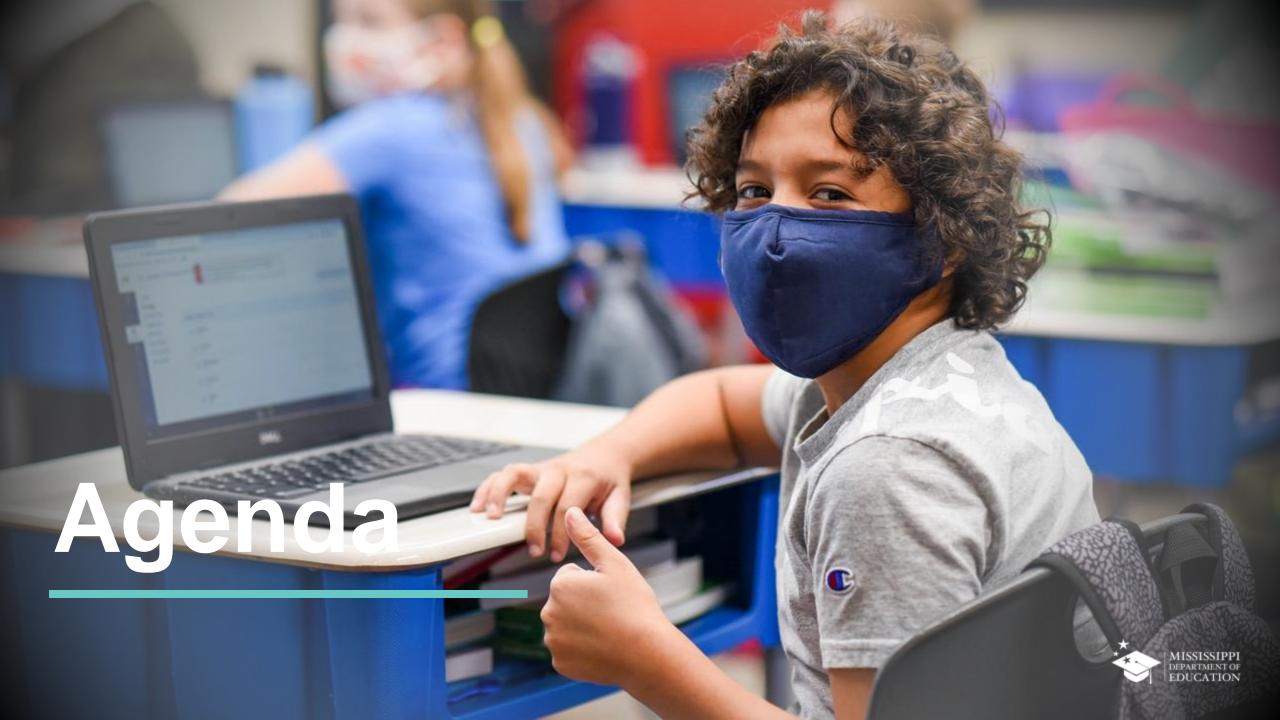


• To use the **chat** feature in Teams, simply click the "Chat" icon. The **chat box** will appear on the right. Type your message in the chat box and click the "Send" icon to send your question.



- This session will be recorded to increase availability and access to the technical assistance session.
- Recording will be available as a resource.
- Presentation and recording will be updated in MCAPS, MDE Document Library, Technical Assistance Sessions, FY23 TA Sessions folder.





Migrant Education School Registration Requirements

Title III (English Learners & Immigrant) School Registration Requirements

Homeless Education School Registration Requirements

Questions



The goal of this session is to provide LEAs information regarding school registration requirements for Migrant, English Learners, Immigrant, and Homeless students.

Our objective is to ensure 100% of all LEAs understand the school registration requirements for Migrant, English Learners, Immigrant, and Homeless students.





- The "Employment Survey" is a key tool for Mississippi's MEP to identify migrant families and students.
- All Mississippi districts are required to include the Employment Survey in registration materials for <u>newly enrolling</u> students (students who did not attend school in the district last school year).

Employment Survey to New Enrollees



Mississippi Department of Education **Employment Survey**



Departamento de Educación de Mississippi Encuesta de Trabajo

inúe.) mento de

Complete and Return to School	Complete y retorne a la escuela				
School Name:	Nombre de la Escuela:				
Parent/Guardian Name(s):	Nombre del padre, madre o guardián:				
	Domicilio/Dirección:				
Address:	Número de teléfono(s):				
Telephone Number(s):	Correo electrónico (email):				
Email:	 ¿Usted o alguien en su familia se ha mudado a un pueblo nuevo para encontrar trabajo en los últimos 3 años? 				
Have you moved to a new town to find work within the last 3 years? Yes No (If you answered "No," STOP HERE. If you answered "Yes," continue.)	☐ SÍ ☐ NO (Si contestó "NO," <u>PARE DE CONTESTAR AQUÍ</u> . Si contestó "Si", continúe.)				
2. Did you or anyone in your household find work in agriculture or fishing (examples: planting or preparing fields for crops; harvesting crops; picking fruit or vegetables; processing fruit or vegetables; planting or cutting trees; greenhouse, cotton gin, poultry farm or dairy work; or farming/ harvesting/ processing chicken, catfish, beef, pork, shrimp, crab, crawfish, oysters, or other shellfish or fish)? Yes No (If you answered "No," STOP HERE, If you answered "Yes," continue.)	2. ¿Usted o alguien en su familia encontró trabajo en agricultura o la pesca? (Por ejemplo: preparando la tierra para plantar y cultivar frutas o verduras, tales como el camote, cortando o pizcando otras frutas o verduras; procesando la fruta o verdura; plantando pino; trabajando en un vivero; moliendo algodón; en una granja criando pollos/huevos o ganado, ordeñando vacas; o en la pollera procesando pollo, pescado, carne de res, puerco, camarón, langosta, ostión, o cualquier otro tipo de comida del mar; Sí □ NO (Si contestó "NO," PARE DE CONTESTAR AQUÍ. Si contestó "Si", continúe.)				
If you answered "Yes" to both questions above, a state education representative may contact you to find out whether your child is eligible for additional educational services.	Si usted contestó "Si" a las dos preguntas de arriba, un representante del departamento de educación lo contactará para saber si su hijo/a es elegible para servicios educacionales adicionales.				
What is the best time to get in touch with you? □ During the day □ Evening/night	¿Cuál es el mejor tiempo para comunicarse con usted? □ Durante el día □ En la tarde/Noche				
For School Use Only Date received from family: Do not email forms. Call 662-325-1815 and your MMESC Recruiter will pick up returned forms. Or convey by regular mail, or fax to: MMESC - P.O. Box 1575 Mississippi State, MS 39762 (fax: 662-325-0864)	For School Use Only Date received from family: Do not email forms. Call 662-325-1815 and your MMESC Recruiter will pick up returned forms. Or convey by regular mail, or fax to: MMESC - P.O. Box 1575 Mississippi State, MS 39762 (fax: 662-325-0864)				
or MMESC Use Only chool District: Date received from school:	For MMESC Use Only: School District: Date received from school:				

- Updated Employment Survey in English and Spanish.
- Other languages available upon request (contact MMESC).



Previous Survey







MISSISSIPPI STATE UNIVERSITY...

Mississippi Migrant Education Service Center Family Survey

Dear parents or guardians,

In order to better serve your children, the school district is collaborating with the Migrant Program to identify students who may qualify to receive additional educational services. Please answer the following questions and return the form to your child's school as soon as possible. The information provided below will be kept confidential.

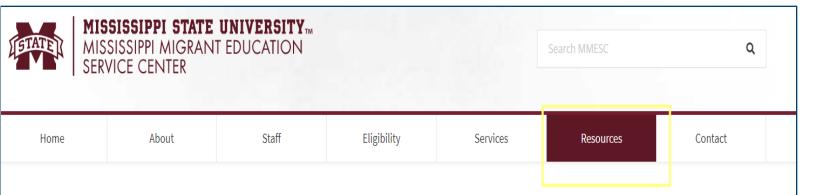
ame of the student:			Date:	
44			County:	
hool:			Grade:	
the last three years,				the pictures? YES or NC
Preparing the land for planting and cultivating vegetables, fruit, sweet potatoes, etc.	Cutting or picking fruit or vegetables	Processing fruit or vegetables	Planting trees, or plants. Working at a Green house	Working at a dairy farm or at a ranch
Fishing work	Working at a poultry farm	Processing meat at a poultry or any meat processing plant	Cotton Gin work	Another similar type of work. Please explain:
est times to call:				
ease list all your child Name	dren living with you w Last name(s)	ho are younger than 2 School	ol Grade	Date of Birth
114-	111 (1111)	(If they are e	enrolled)	(3)
			-	7
		ſ	1	

For School Use Only: Please fax this survey to 662.325.0864 or mail it to: P.O. Box 1575 Mississippi State, MS 39762

• The outdated version displays pictures of agricultural work and should no longer be used by districts.



Accessing the Survey (MMESC Website)



Resources

Schools

- <u>Bilingual Survey: Mississippi Department of Education Employment Survey</u>
 (<u>English-Spanish</u>)
 - Additional languages available upon request made to <u>mmesc@colled.msstate.edu</u>
- Mississippi Department of Education English Learner Guidelines
- MMESC Handout

The current Employment
 Survey can be obtained from
 the "Resources" section (top
 right) of the MMESC website:
 www.mmesc.msstate.edu



- Districts <u>cannot</u> make their own questions to assess migratory eligibility and <u>must</u> use the official Employment Survey approved by MDE.
- Send all completed Surveys to MMESC:
 - <u>Email</u>: mmesc@colled.msstate.edu (*must be encrypted to protect PII*)
 - Fax: 662-325-0864
 - Mail: P.O. Box 1575, Mississippi State, MS 39762
 - Call MMESC: (662-325-1818) for pick-up



- Who is ages 3 through 21;
- Who is enrolled or preparing to enroll in an elementary school or secondary school;
- Who was not born in the United States or whose native language is a language other than English;



- Who is a Native American or Alaska Native, or a native resident of the outlying areas
- 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
- Who is migratory, whose native language is a language other than English



AND

- Whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
 - the ability to meet the challenging state academic standards;
 - the ability to successfully achieve in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society.

ESEA Sec. 8101 (20)



- Are aged 3 through 21
- Were **not born in the U.S.**, "State" means the 50 states, the **District of Columbia**, and the **Commonwealth of Puerto Rico** (Section 3127 of ESEA).
- Children born to U.S. citizens abroad (e.g., children born on a military base overseas) may be considered immigrants if they meet all the criteria in the definition of immigrant; and



- Have not been attending one or more schools in any one or more states for more than 3 full academic years. A full academic year is 10 months of school attendance, kindergarten through 12th grade. If a student has been in different schools in different school districts and even in different states, the number of months that the student has been in school in any one or more states must not add up to a total of more than 3 full academic years.
- ICY students may or may not be ELs.



HOME LANGUAGE SURVEY

FOR K-12 SCHOOL DISTRICTS

STUDENT INFORMATION						
Student Name _	First	Middle	Lost	G	rade	
Date of Birth		ender	School			
1. What is the	dominant languag	e most often spo	ken by the studer	nt?		
2. What is the language routinely spoken in the home, regardless of the language spoken by the student?						
3. What langua	ge was first learn	ed by the student	?			
	rent/guardian nee anguage?	•	_	s No		
	rent/guardian nee			_		
6. What was th	e date the studer	t first enrolled in	a school in the Ur	_	M/YYY	
7. In what country was the student born?						
		Date (MM/DD/YYYY)				
		DISTRICT	USE ONLY			
Designated English Learner on the LAS Links Screener						
DOCUMENTATION OF LAS LINKS SCREENER FOR STUDENT						
Date	Speaking Score	Listening Score	Reading Score	Writing Score	Composite Score	

Home Language Survey

- Home Language Survey (HLS) must be completed by <u>all</u> new entering students.
 - Students identified by HLS must be assessed within 30 days of enrollment.
 - Potential ELS that register after the beginning of school year must be assessed within 10 school days of enrollment.
 - The completed survey becomes part of the student's cumulative record and must be available for future reference.

Screener/Placement Test

LAS Links Placement Test : Example Scoring Sheet

				LAS Links Pla STUDENT PRO		T			
Student	Name _				Proficiency Level	-(4)			
Test Da	te	K-		actional Program _	-25				
Grade . School	Inti	15	Birth Distr	Date AACDIT			ussle		
	ATE STUC	e Score Poin	SCORE POINT ts Obtained in Score Points	S OBTAINED: the Score Points Of Obtained for each Sk	btained column fo	00000	rea.		
		Maximu	ım			Maximum			
	Item Number	Points Possib	le Ob	e Points tained	Item Number	Points Possible		Points	
	1	[1]		1	1	[1]			
	2	[1]	,	0	2	[1]			
-	3	[1]			3	[1]			
-	4	[1]			4	[1]	1		
-	5	[3]			5	[1]	- O		
-	- 6	[3]	-	2	6	[1]	18		
	Total	[10]			Total	(6)	1 (4		
-		Reading S				Writing Ski			
	Item Number	Maximu Points Possib	Scor	e Points tained	Item Number	Maximum Points Possible	Score	Points	
_	1	[9]			1	[1]	1		
_	2	[3]			2	[1]	1		
-	3	[13	0		3 1	[1]	1 1		
1	4	[1]	1		4	[1]	1		
-	5	[1]			5	[1]	0		
-	- 6	[1]	-		6	[3]	12		
	Total	[6]	(5		7	[3]	1		
					Total	[11]	(8)		
	Put a ch student Circle ti Place if	number of T neck mark [v] 's Total Scon ne Placement nis document ints Total and	otal Score Po in each box i p Points Obta Proficiency I in the student Placement F Check [v] if the Total	otained for each Skill ints Obtained for each the Total Score Pois ined for Speaking equevel that meets the it's placement record reficiency Level Overall Proficiency Level	th Skill Area and onts Obtained mee pal 8 [v]). Overall Placements.	enter the Over t the criterion	rall Score Po for each Ski Level Table.	ints. Il Area (i.e., evel Table	the
	l Area	Total Score Points Obtained	Score Points are at or over the number next to the Skill Area	Circle the Proficiency Level according to the Overall Proficiency Label Table	√ √ √ √ 33 pts		Approaching	g Proficiency	
Skil		9.	V				- rumaunt		
10-20-0			-/	NP	Recommen Keep in min	dations d the following ement Profice	ncy Level		
Skil Speaki Listeni		4	V,			It is intended to be used for initial placement of students Students who obtain Approaching Proficiency should take LAS Links, Form A or B.			ineter.
Speaki	ng [4]	4 5	1	AP	t is intende Students w	ed to be used the obtain App	proaching Pro	ement of stud officiency sho	buld

- Screener/Placement Test for instructional placement must be conducted.
 - A placement test/screener must be conducted to determine the level of proficiency and for appropriate instruction and placement.
 - The LEA test security plan must describe who will administer and score the assessments, along with training required to ensure valid and reliable results.
 - These results must be placed in the student's cumulative record.



Parent Notifications

Mississippi Department Of Education

Notice of Student At Risk

Student Name:	Date:
School:	
skills to be success	lian: Your child is currently not demonstrating that he/she is learning the necessary ful in class or advance to the next grade level. Although teachers have worked hard to r child's learning needs, your child is at-risk for failing and possibly repeating a grade ses.
•	we meet with you to discuss your child's progress and possible actions. We hope that loped that will help your child be successful in school.
A meeting has bee	n scheduled for the following date, time, and location:
Meeting Date:	Time:
Meeting Location:	
School Staff attend	ding this meeting may include the following individuals:
Your child's te	acher(s):
School Admini	strator:
Counselor/Sch	nool Psychologist:
Learning Speci	alist/Therapist:
Other:	
If you have any que	ners to attend the meeting with you or request other school staff to be in attendance. estions regarding this meeting or if you cannot attend on the scheduled date or time, as soon as possible.
Sincerely,	
Name	Title
Phone	Email Address
	Copy to Student Cumulative Folder

Copy to Student Cumulative Folder

- Parents must receive written notification within 30 days of start of the school year (or within 10 days for later-arriving students)
- Parents have the right to opt out or decline EL services (Student retains his/her status as an EL)
- It must be available in a language that parents/guardians can understand.
- Documentation must be kept for verification
- Students that are opted out or declined EL services are allowed to participate in other programs/services such as special education services.



- The Mississippi Department of Education requires each student designated as an EL to have a Language Service Plan (LSP), which must be updated annually until the student exits the EL program.
- The Student Evaluation Team (SET) must meet to develop the LSP at the beginning of each academic school year.
- This team must be composed of teachers (including EL teachers), administrators, counselors, and parents or guardians.



- The team will meet quarterly to evaluate the student's progress and make necessary adjustments.
- A copy of the LSP must be provided to all teachers who work with the EL student.



- LSP must include the following:
 - a) Student's demographic information,
 - b) date of first enrollment in a U.S. school,
 - c) yearly ELPT scores,
 - d) classroom accommodations,
 - e) state testing accommodations, and
 - f) signatures of SET members.
- Language Service Plan



List of Programs

- Dual Language
- Two-way Immersion
- Transitional bilingual program
- Content-based ESL
- Pull-out ESL
- Sheltered English Instruction Structured English Instruction Specially Designed Academic Instruction Delivered in English (SDAI)

Program Placement

- After ELs have been identified, the LEAs must provide appropriate language assistance services and programs, known as "EL services and programs."
- The LEAs choose the EL service and programs that meet civil rights requirements and best meet the needs of their EL population.
- The goal for ELs are that they attain fluency in English, master the state's academic content standards, demonstrate proficiency on the state's required assessments and pass any other state required tests.



- Once a student has been identified as an EL the district must ensure the student is correctly marked in their student data package.
- This information will upload to MSIS once the district has submitted their data to the Mississippi Department of Education.
- Districts should ensure each column on the EL roster screen of MSIS is completed.
- This information should be checked monthly for accuracy.



- Districts are required to monitor and evaluate ELs in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content.
- ELs exit from the language assistance programs when they are proficient in English on the LAS Links Test.
- Exited students are monitored to ensure they were not prematurely exited and that any academic deficiencies evident in the language assistance program have been remedied.

ESEA § 3113 (b)(2)





- The Elementary and Secondary
 Education Act (ESEA), as authorized
 by ESSA, requires that the LEA must
 assess 100% of their EL (Served)
 population. This includes students
 whose parents have opted out of the
 EL program.
- The LAS Links Assessment measures the four domains of reading, writing, listening, and speaking.



All districts must use ONLY the state-adopted EL exit criteria:

- A four (4) or five (5) on the LAS Links overall; and
- A four (4) or five (5) on LAS Links in reading; and
- A four (4) or five (5) on the LAS Links in writing.

Note: No other criteria can be used to exit an EL to Monitored status or retain them in services.

ESEA § 3113 (b)(2)



- English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs)
- MS English Learner Guidelines: Regulations, Funding Guidance, and Instructional Supports Supplement Not Supplant Provision of Title III
- Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) Non-Regulatory-Revised 2019





- The McKinney-Vento program is designed to address the challenges that students experiencing homelessness face in enrolling, attending, and succeeding in school.
- The MS Department of Education (MDE) must ensure that **each** homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education.



The purpose of the McKinney-Vento grant is to:

- facilitate the enrollment, attendance, and success in school of homeless children and youths
- provide services through existing programs and mechanisms that integrate homeless children and youths with non-homeless children and youths; and
- expand or improve services provided as part of a school's regular academic program, but not to replace such services provided under such program.



- The term "homeless children and youths"--
- (A) Refers to individuals who lack a fixed, regular, and adequate nighttime residence; and
- (B)includes--
- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;



- children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of Section 103(a)(2)(C));
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and



 migratory children (as such term is defined in Section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).



- The term "unaccompanied youth" is a child or youth <u>not</u> in the physical custody of a parent or guardian. An unaccompanied youth has a fixed, adequate, and regular nighttime residence, which does not qualify him or her as "homeless" according to the McKinney-Vento Act.
- An unaccompanied "homeless" youth is a child or youth who meets the McKinney-Vento definition of homeless and is not in the physical custody of his or her parent.

Note: When the law refers to "unaccompanied youth," the child or youth is understood to be **homeless** as described by the McKinney-Vento Law.



- Ensure all personnel are McKinney-Vento trained at the beginning of the year
- Emphasize the McKinney-Vento definition of homeless to increase awareness and identification
- Provide McKinney-Vento entitlements and services in registration packets/registration documents
- Post the name and title of Homeless Liaison on district website and any documents pertaining to Homeless Education



- Clear the homeless roster in SAP and MSIS
- Develop a districtwide protocol for enrolling homeless students
- When enrolling homeless students, inquire about siblings who may be eligible for preschool programs.
- Understand the difference between Unaccompanied Youth and Unaccompanied Homeless Youth
- Migrant and Migratory students are <u>not</u> automatically "homeless."



- An affidavit is <u>not</u> required for enrolling homeless students.
- Homeless students should be <u>immediately</u> enrolled.
- Document any services needed and rendered unto homeless students.
- Re-evaluate previous homeless students to determine eligibility for upcoming year. (Homeless status is not "guaranteed" from year to year.
- Connect with outside agencies in to provide services to homeless students.



- Review District Dispute Resolution Process to ensure alignment with State Board Policy 40.1.
- Evaluate the effectiveness of the McKinney-Vento program implementation (based on the previous year).
- Retain all documents pertaining to McKinney-Vento expenditures, communications, and transactions.
- Become familiar with the McKinney-Vento Act and its terms.



Sample Housing Information Form

Sample Housing Information Form

Student		Parent/Guardian		
School		Phone		
Age	Grade	D.O.B		
Address			City	
Zip Code		ls this address Temporary or	Permanent? (<u>circle</u> one)	
	oi apaitiliont			
ShelteWith fr If you are liviLoss oEcono	car, or camps or or other temporiends or family ing in shared h f housing mic situation	oorary housing members (other than or in a	addition to parent/guardian) the following reasons that apply:	



Sample Housing Information Form Continued

Housing and Educational Rights

Students without fixed, regular, and adequate nighttime residences have the following rights:

- Immediate enrollment in the school they last attended or the local school where they are currently staying even if they do not have all of the documents normally required at the time of enrollment without fear of being separated or treated differently due to their housing situations;
- Transportation to the school of origin for the regular school day;
- 3) Access to free meals, Title I and other educational programs, and transportation to extra-curricular activities to the same extent that it is offered to other students.

Any questions about these rights can be directed to the local McKinney-Vento liaison at [Insert phone number] or the State Coordinator at [Insert phone number].

By signing below, I acknowledge that I have received a	and understand the above rights.
Signature of Parent/Guardian/UHY Youth	Date
Signature of McKinney-Vento Liaison/	Date

NCHE Local Liaison Toolkit – Appendix 3A



Mississippi Office of Federal Programs, Title IX, Part A

http://www.mdek12.org/OFP/Title-IX-Part-A

 National Association for the Education of Homeless Children and Youth

http://www.naehcy.org/

U.S.D.E. Guidance on Homeless Children and Youth

http://www.ed.gov/news/press-releases/education-department-releases-guidance-homeless-children-and-youth





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