

NEWTON COUNTY SCHOOL DISTRICT ENGLISH LANGUAGE LEARNER (ELL) PLAN

I. Introduction

A. Mission

The Newton County School District is committed to working collaboratively to provide a quality learning environment in which all children can learn and develop to their maximum potential. In compliance with Public Law 107-110, No Child Left Behind, Newton County School District has established a plan that addresses not only the English proficiency and academic education of the ELL student, but the emotional, physical, psychological, and cultural aspects of the student's adjustment in a new culture.

B. Definition

An English Language Learner (ELL) student shall be defined as a student who:

1. was not born in the United States or whose language is a language other than English and comes from an environment where a language other than English is dominant;
2. is a Native American or Alaskan native 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;
3. is migratory and whose first language is not English and comes from an environment where a language other than English is dominant;
4. 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 of instruction is English or to participate fully in our society.

II. Identification of the English Language Learner (ELL)

A. Registration Procedures

Every student enrolling in the Newton County School District will complete a Home Language Survey (see Appendix A) to identify the ELL student and need for services. The original Home Language Survey will be placed in the student's cumulative folder. When all responses indicate that English is the first language used by the student and at home, the student is considered an English only speaker. If the Home Language Survey indicates that the student's first language is not English and that that language is spoken by the student, the parent, and/or at home, the student is eligible to be considered for services. When ELL services are indicated by the Home Language Survey a student biographical information sheet will be completed by the parent (see Appendix B). This form helps to provide prior educational background and related abilities/talents of the student.

B. Social Security Numbers

Children without social security cards will be enrolled in school as schools are “safe havens” for all children. The school will generate a nine-digit number for MSIS for those students who do not have a social security card at registration.

III. Screening/Placement

A screening will be conducted within the first week to ten days after the initial identification (HLS) to determine the English Language proficiency of the student. The assessment is administered by the ELL District Coordinator or other designated trained personnel. The District acknowledges that research states that it will take most English Language Learners five to seven years to become proficient in all four domains of the language, which includes oral, reading, writing, and comprehension skills.

A. English proficiency will be determined by the administration of the LAS Links Placement Test. The test assesses the student’s proficiency level in oral language as well as in Reading and Writing.

B. Once a level of English proficiency has been determined, the parent is notified in writing, (see Appendix D) and the principal completes an ELL Instructional Request Form (see Appendix E) and submits it to the ELL District Coordinator. The ELL District coordinator convenes a committee, comprised of but not limited to the student’s parent(s), a regular classroom teacher, a counselor, and an administrator to recommend English acquisition support services based on but not limited to the following information:

- Language assessment results: LAS Links Placement Test
- Previous educational information
- Language proficiency in the home
- Degree of home support in English

IV. Accommodations

If the child is determined to be Limited English Proficient, he/she should be placed in the Limited English Proficient student program and should also continue in the regular classroom program. Accommodations that correspond with the placement level will be determined; however, the learning and/or instructional objectives will be aligned to the Mississippi framework for English Language Learners, the district and state benchmarks, and the TESOL (Teachers of English to Speakers of Other Languages) standards. The ELL District Coordinator and/or designated committee member will provide the parent with the information describing their child’s education plan. Parents will receive information to observe their child in class and the right to accept or decline services on behalf of the student. Once the parent has been totally informed he/she will have the opportunity to refuse the program by signing the refusal of services form (see Appendix F). If a parent(s) declines ELL services, the district may withdraw the student from a formal instructional plan. However, the district is still obligated to provide informal means to ensure that the student’s English language acquisition and academic needs are met.

V. English Language Learner (ELL) Program

The Newton County School District offers an English Language Learner (ELL) program for all students at all grade levels throughout the district.

The program descriptions are as follows:

A. Structured Immersion with English as a Second Language (ESL)

Methodology (modified)-The district supports a structured immersion program of inclusion of two requirements:

1. Modifications in the classroom whereby the ELL student is included in the regular classroom setting with ELL accommodations.
2. A focused program for the ELL student to enhance English language acquisition.

The teacher will implement an instructional plan that will include accommodations based on current data and student assessments. The teacher will adapt and modify the content material to the level of the student understanding correlated with his/her level of English proficiency. Teacher observations will provide insight into student's abilities as well as frustration levels. The goal of this program is to include the ELL student in the regular academic classroom setting enhancing student participation and learning coupled with acceptance and belonging.

B. Tutorial English Language Learner Approach (Pull-Out)-In addition to classroom modifications, all ELL students will be pulled out of his/her regular classroom approximately thirty to sixty minutes per day for a concentrated reading/language arts program, if necessary. These sessions are not limited to reading/language arts and may incorporate other subject areas into the tutorial session. The tutorial sessions may be one-on-one or a small group comprised of students of similar levels of English proficiency and at approximately the same grade level. Tutoring sessions will be scheduled during times that are least disruptive to the ELL student's classroom participation. The ELL tutor also assists in study skills, homework skills, and serves as an educator regarding the "new culture" and calming transitional fears.

C. Supplemental Educational Services for English Language Learners-The Newton County School District will ensure that eligible students with limited English proficiency who attend Title I schools identified for improvement may participate in supplemental educational services. The district will ensure that eligible LEP students receive supplemental educational services and language assistance in the provision of those services through either a provider or providers that can serve LEP students with or without the assistance of the district; or, if no provider is able to provide such services, including necessary language assistance, to an eligible LEP student, the district will provide these services, either directly or through a contract. The district will communicate its intention to the State. The parent will select the provider that best meets the needs of their child. The district will make every effort to ensure that the services it provides meet the standards of quality that apply to approved providers in the State. The district or its contractor will abide by all other requirements applicable to the provision of supplemental educational services (such as the requirement to establish and measure progress against specific goals for students, and the requirement to regularly inform parents of a student's progress).

VI. Grading/Testing/Monitoring

A. Grading the English Language Learner

No student will receive a failing mark based on a language deficiency. Students will be graded on individual achievement that includes academic accommodations based on their level of English proficiency.

B. Testing

If the ELL committee has documented data and English language proficiency scores indicating that the student could take the tests successfully, then the student and/or parent may choose to take the test.

All testing in the Newton County School District will follow the testing guidelines as provided in the Mississippi Curriculum Content Assessment System Guide, Office of Student Assessment, Office of Academic Education & Office of Special Education.

Students who do take state and/or standardized tests are allowed the following accommodations:

1. Extended time.
2. Items not evaluating reading may be read aloud by examiner.
3. Bilingual or English dictionaries may be used.

Any subject area testing at all grade levels for the English Language Learner, based on their level of English proficiency, may include the following special testing accommodations:

1. Shorten length of test.
2. Shorten testing period.
3. Reading items aloud by the examiner is acceptable.
4. Use Bilingual or English dictionaries except for vocabulary tests.
5. Control the vocabulary and sentence structure of word problems, or delete them, from Math tests.
6. Explain unknown words or phrases on test to student when requested to do so.
7. Do an example problem or question from each section of the test.
8. Simply the language of test items; i.e., use simple direct sentence-no passive voice, or imbedded clauses.
9. No essay questions.
10. Provide word bank.
11. Develop test directly from the written study guide and study sheet.
12. Place student by you for test.

C. Monitoring

1. Periodical

Based on the accommodations and modifications implemented by the regular classroom teacher and those utilized by the tutor, the two shall collaborate on student progress and inform the parent(s) on a regular, on-going basis. This communication may include, but is not limited to, phone calls, progress reports, and report cards. If there is evidence that a student is experiencing grave difficulty, the ELL committee will reconvene to reassess the academic plan for the student.

2. Annual

Prior to the end of the school year the ELL committee will collect all relevant data and will conduct an annual evaluation of the students' progress. LAS Links will be administered to ELL students annually. Data will include, but not be limited to, LAS Links, grades, rubrics and checklists maintained by the teacher and tutor, student work, and any state test results (if applicable). At this time, the committee will review the information and suggest a plan to continue current accommodations and modifications, revise the accommodations and modifications, or conclude that the student has attained a level of fluent English proficiency and academic success. At this time the student is eligible to exit the program (tutorial and classroom accommodations), but will be monitored bi-monthly for the following school year by the classroom teachers, counselor, ELL tutor, and ELL District Coordinator to ensure the success of the student.

3. Exiting ELL Services

An ELL student may be eligible to exit the ELL program based on the LAS Links, grades, rubrics, checklists, student work, state test results, and evidence of fluency in all areas-oral, reading, comprehension, and writing. Once the student exits the program, academic achievement and language proficiency of the ELL student will be monitored bi-monthly for two years by the classroom teachers, ELL tutor, counselor, and ELL District Coordinator. All pertinent data will be reviewed to ensure that the student is able to function on or above grade level. If inadequate progress is evidenced and associated with a decline in English language proficiency, remedial assistance and/or academic adjustments will be provided immediately. This may include replacements in ELL services with accommodations provided. Each decision will be made on a case-by-case basis.

VII. Special Education

The Newton County School District recognizes that any student may be eligible for services in multiple areas. An ELL student may be identified and eligible for special education services in the areas of, but not limited to, speech, hearing impaired, physical therapy, occupational therapy, academic services (mentally and physically handicapped and/or gifted and talented), and vocational services. These services may not be declined an ELL student based on that student's lack of English Language Proficiency.

A. Procedure

The following steps should be employed prior to referring a student to Special Services for evaluation:

1. Language level has been determined in both English and the native language.
2. Accommodations have been based on the identified language level
3. Multiple methods and teaching strategies have been implemented
4. Speech/hearing have been ruled out as a result of screening
5. All accommodations have proven unsuccessful for reasons other than a language barrier
6. ELL committee meets with the parent who fully understands the student's deficiencies and agrees to further testing of the ELL student for placement

B. Placement

The ELL student will be tested in English (when applicable) and/or his/her first language (as deemed necessary). Evaluation scores coupled with teacher, counselor, parent, and ELL coordinator evaluations will be given to the LSC committee to determine eligibility for services. Placement of the ELL student will be determined by the evaluation material reported to the Office of Special Services. When an ELL student is placed in Special Services his/her ELL tutorial program is coordinated with that service to continue his acquisition of the English language.

VIII. ELL Personnel

A. Federal Program Director

The Federal Program Director will oversee Title I and Title III that encompasses the services for ELL students. These services will include employing qualified personnel for the program, disbursing adequate and equal funds throughout the district to facilitate the program, and serving as a liaison for all parties concerned with the ELL program. Additionally, he/she will maintain data as required by PL 107-110, No Child Left Behind, in order to determine Adequate Yearly Progress (AYP) for completing reports and surveys concerning language minority students as required by the Mississippi Department of Education (MDE).

B. ELL District Coordinator

The ELL District Coordinator serves as a facilitator of the ELL program throughout the PK-12 district. The Coordinator works closely with all administrators, counselors, teachers, and ELL tutors to ensure the English language acquisition and academic success of each ELL student. The coordinator also serves as a liaison between local community agencies, migrant and immigrant services, local community colleges and universities, and local education services for parents of the ELL student.

C. ELL Teachers

Teachers will be identified by administrators and will possess the following traits:

1. Flexibility in modifying lessons and assessments according to the needs of the student and demands of the subject matter;
2. Desire to develop awareness in the ELL student of values of cultural diversity while maintaining and extending identification with his/her native culture;
3. Knowledge of a variety of strategies and teaching methods that can be incorporated;
4. Empathy for and genuine concern for the education of ELL students from different linguistic and cultural backgrounds; and
5. Ability to facilitate contacts and interaction between the student's home, parents, and the school (possibly bilingual).

D. ELL Tutors

ELL tutors will be identified, interviewed, and recommended for employment to the Director of Federal Programs by the district coordinator. They must possess sixty hours of college credit or have completed the Work Keys Test as one requirement for employment in this position. Other qualifications include, but are not limited to, an understanding of how children learn, flexible, versatile, knowledge of other cultures, prior experiences with other languages (bilingual is not a requirement), ability to work with

administration and teachers, and demonstrate expertise in the speaking, reading, and writing of the English language. The ELL tutors must be excellent role models of the English language, enunciating distinctly, and communicating lucidly.

E. Translators/Translations

The Newton School District, if necessary, will provide translators for registration, conferences, and other related issues as needed for the ELL student. The District has acquired from the Mississippi State Department many forms (such as lunch forms) in the language needed for the ELL student. Translators and translations are primarily provided in Spanish due to the high percentage of clients of the Hispanic population requiring those services. Other translators and services at this time are met through volunteers.

X. Program Evaluation

A. Data

The Federal Program coordinator assisted by the ELL District Coordinator will compile data from the ELL students Checklist (see Appendix J) from each school by May 1st of each school year. Other information that will be maintained regarding ELL students will include but not be limited to the following:

1. Name and number of LEP (Limited English Proficient) Students
2. Name and number of students being served by school, grade, age, and gender
3. Home Language Survey to include languages represented
4. Students Assessment Level of English Language Proficiency as determined by the LAS Links
5. Special services placement, i.e., Special Education, gifted, speech
6. Grades for each subject area for each grading period
7. Scores from LAS Links
8. Scores from MCT2 and other state testing
9. Student reclassifications (NEP-LEP)
10. Number of refusals, exits, and withdrawals from service
11. Number of drop-outs and/or failing students

B. Reports

A summary of the data regarding ELL students in the Newton County School District will be included in the written evaluation of the Federal Program Application that is required annually by the Mississippi Department of Education. In addition, the Federal Program Coordinator and the ELL District Coordinator will maintain all pertinent information on file.

The Newton County School District uses School Mint to collect the following student data:

- **Student Enrollment Date**
- **Handbook Verification Page**
- **Internet Usage Agreement**
- **Media Release Form**
- **Homeless Form**
- **Home Language Survey**

Newton County School District

MEMO

To: Parent/Guardian
From: Ken Stringer
RE: ELL Program/Services

On January 8, 2002 President George W. Bush, signed into law Public Law 107-110 reauthorizing the Elementary and Secondary Education Act (ESEA) for the next six years. Under the section 1112(g) and 3302 of the Act, it states that school districts using federal funds to provide a language instruction educational program shall notify parents/guardians of students who have been identified as limited English proficient (LEP) of their strategic plan. In an effort to comply with the mandate and because our District believes in parental involvement, the ELL (English Language Learner) Department is sharing with you the educational plan in which your child is currently enrolled.

Please review the plan - Identification, assessment, placement, method(s) of instruction, expectations, and exit criteria. If you have any questions concerning the plan, we recommend you contact Ken Stringer (601) 635-6354. **Note that you have the right to remove your child or refuse enrollment into the program by contacting the school counselor.**

We are looking forward to partnering with you, as your child becomes a successful English Language Learner.

District Plan

- By law, all students are required to complete a Home Language Survey (HLS). The marking on the survey ascertaining that a language other than English is spoken at home determines initial identification. These identified students must be assessed for English proficiency.
- The District uses the LAS Links – a screener/placement test to assess Listening, Speaking, Reading, and Writing. Students scoring a composite level of 4 or below for grades 1-12 are candidates for service. Kindergarten students will take only the Listening and Speaking components of the screener. Kindergarten students scoring a 26 or below are candidates for services.
- The District uses LAS Links for annual assessment of ELL students.
- The District offers an ELL program (see attachment for description). Students with a disability will have language proficiency objectives in their IEP (Individual Education Plan) and may be served in one of the programs mentioned above.
- The District uses multiple exit criteria. Students must have a composite proficiency level of 5 or above on the LAS Links. They also need approval by the district ELL coordinator, the building-level team, and parent consent. A two-year follow up is included for all those student candidates approved for program exit.

NEWTON COUNTY SCHOOL DISTRICT

ELL (English Language Learners)/LEP (Limited English Proficiency) Refusal of Services Form

I DO NOT want my child to be served in the ELL/LEP Services Program

Name **Student's**

School

Grade

Signature of Parent or Guardian

Date

No es necesario que mi hijo/hija usen los servicios de tutela (ELL/LSP).

Nombre del estudiante

escuela

Grado

Firma del padre/madre or guardian

Fecha

English Language Learners (ELL) Checklist

Student _____ I.D. No. _____

School _____ Grade _____

Check Steps Upon Completion.

Step 1 Identification

_____ Complete Home Language Survey

_____ File Home Language Survey in Cumulative folder and send copy to Deirdre Maxie in Central Office.

Step 2 Language Assessment – LAS Links

_____ Listening Proficiency

_____ Speaking Proficiency

_____ Reading Proficiency

_____ Writing Proficiency

Step 3 Support Service

_____ Convene ELL Committee Meeting with following participants: Parent/Legal Guardian of ELL Student, Administrator, Counselor, ELL Tutor, Regular Classroom Teacher(s), Special Education Teacher(optional)

Step 4 Communication

_____ Parent Letter

_____ Notify parent/guardian of student progress

Step 5 Monitoring

_____ Review progress report/report card and modify as needed

_____ First Grading Period _____ Third Grading Period

_____ Second Grading Period _____ Fourth Grading Period

Step 6 Annual Evaluation

_____ Gather Data

_____ Report Cards

_____ Las Links

_____ Exit from program

_____ State Testing

_____ Reclassification

Step 7 Documentation

_____ Send a copy of this checklist to Ken Stringer by May 15 of each school year.

Appendix D

NCSD Board Approved: 11/7/16