

APPROVED

JUL 20 2020

**WEBSTER COUNTY
BOARD OF EDUCATION**



ENGLISH LANGUAGE LEARNERS PLAN

Revised July 2020

ELL Requirements

The Webster County School District will comply with requirements of the law concerning ELL students.

1. All language minority children will be allowed to attend school, regardless of their ability to produce a birth certificate, social security number, or immigration documentation.
2. Immunization records will be obtained by the district if the parents do not have them available. If all else fails, the district will assist the parent in getting the child immunized.
3. The student will be placed in the grade that is age-appropriate.
4. A special instructional plan will be devised for the student by the principal's designee. The plan will include goals and objectives, services, evaluation procedures, strategies used in the classroom, and mastery. In addition, the classroom teacher will document the use of appropriate instructional strategies in lesson plans that address the benchmarks applicable to the Mississippi state testing standards. Copies of such plans will be part of the student's cumulative file maintained by the school's counselor.
5. The student will be mainstreamed into the regular classroom as much as possible.
6. In the case of a student with very little to no knowledge of English the following policies will apply:
 - A qualified bilingual person will be promptly engaged who can tutor the

- student at beginning level of English.
- The student will be placed immediately with his/her age group in activities such as physical education, art, or music.

Student Placement Procedures

1. Registration/enrollment forms used by the Webster County School District will address the question of a home language other than English. If a home language other than English is indicated, the child will be considered a potential ELL student.
2. All students identified as potential English Language Learners will be given a Home Language Survey form (Appendix A) written in or spoken in a language that the parent understands. This survey will contain, at a minimum, the following questions:
 - What is the first language the student learned to speak?
 - What language does the student most often speak?
 - What language is most often spoken in the student's home?

If the answer to any of the above questions is a language other than English, the child should be classified as Non-English Language Background (NELB) and assessed for English proficiency.

3. The student will be given the LAS Links Assessment Screener by the school psychometrist within twenty days of enrollment.
4. The student will be placed into one of the following groups according to performance on the LAS Links Assessment Screener.
 - Non-English Proficient (NEP)
 - Stage I (Pre Production)
 - Stage II (Early Production)
 - Will receive instruction and assistance from ELL tutor
 - Must have classroom accommodations
 - Limited English Proficient (LEP)
 - Stage III (Emergent)
 - Stage IV (Intermediate)
 - Stage V (High Intermediate)
 - Will be monitored by ELL tutor as needed (minimum

of once a week)

- May be entitled to classroom accommodations

- Fluent English Proficient (FEP)

- Stage VI (Transitional)

- Requires no instruction from an ELL tutor nor any special classroom accommodations
 - Progress will be monitored at the end of each nine-week grading period for one calendar year by the school principal or his/her designee.
 - Tutoring or accommodations may be offered if the school's ELL committee (Appendix B) finds it necessary (as reported by principal's designee).

5. The ELL Committee will determine what is appropriate for each child and tailor the instructional format. LAS Links and informal measures (classroom observation, student interviews, teacher/parent referrals, reading/writing inventories) will be used to determine readiness of the student. Also, the mastery of *basic competencies according to performance* on the prescribed state tests will be used to further determine LEP status. All LEP students will be mainstreamed for classes and programs. Materials, support, and intervention for students will be provided to maximize learning.

6. The following instructional methodologies and services will be provided by the Webster County School District.

- Language Experience Approach (paraprofessional/community volunteer)
- Cooperative Learning
- Mentoring
- Tutoring
- Modified instruction/testing at the classroom level
- Internet access-Language/educational software, information links, and resources
- Audio, video, and other resources

7. An ELL plan will be developed for each ELL student. The plan will include goals and objectives, services, evaluation procedures, strategies used in the classroom, and mastery. Also, the classroom teacher will document the use of appropriate instructional strategies in lesson plans that address the benchmarks applicable to the Mississippi state testing standards.

8. The student will be re-classified when it is determined that he/she has made sufficient progress in English language proficiency as demonstrated by LAS Links results. The

psychometrist will re-test a student (for re-classification purposes) when the respective school's ELL committee has requested a re-test. The student will be automatically re-tested with LAS Links on a yearly basis as mandated by the Mississippi Department of Education.

Student Exiting Procedures

1. A student may be removed from ELL participation by a parent.

The student will be re-evaluated when it is determined by the ELL Committee that he/she has made sufficient progress in English language proficiency. Also, the parent may initiate the suggestion for re-evaluation.

2. A student will be determined ready to exit the district's ELL program when he/she:
 - Tests fluent English proficient (FEP) on the LAS Links Assessment Screener in understanding, speaking, reading, and writing;
 - Scores at the Basic Level on the Mississippi Assessment Program (MAP);
 - Is determined to have the skills necessary to perform in the regular classroom;
 - The school's ELL Committee has used all of the above-mentioned data to make the determination that the student may exit.
3. Review of grades, standardized test scores, portfolio assessments, student interviews, and parent interviews will all be a part of the exit monitoring of ELL students. If monitoring shows that the student is falling behind in classroom work and/or English language skills, the student will immediately receive support services.