GRENADA SCHOOL DISTRICT

ENGLISH LANGUAGE LEARNER (ELL) PLAN

Grenada School District
Education, Training, Dreams

School Year

2025-2026

ELL COORDINATOR
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BOARD APPROVED
JUL - 8 2025
Kelly McNamee

INTRODUCTION

The Grenada School District has a board-approved policy and an approved local ELL plan in place for admitting students regardless of their immigrant or English-speaking status.

The Grenada School District is committed to providing educational programs to meet the needs of all students. Also, the District advocates equal access to the curriculum and the special services offered by the District to maximize the potential of all students. In addition, the District recognizes that it is obligated to provide services for students who have a home language background other than English and who are potentially non-English proficient (NEP); as a result, we promote and support the ELL plan designed to ensure that English Language Learners have access to service and materials that will enhance the literacy skills needed to participate in the instructional programs offered by the District and to assist the ELL students to achieve their maximum potential.

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HOME LANGUAGE SURVEY (HLS)

The Office of Civil Rights (OCR) requires that LEA's identify limited English proficient (LEP) students in order to provide appropriate language instruction programs for them. Mississippi has selected the Home Language Survey as the method of identification. The HLS must be administered to all students at enrollment.

Local Education Agency: _____ Date: _____

School: _____ Grade: _____

Student's Name: _____

1. Does your child speak any language other than English? _____ Yes _____No
2. What was the first language your child learned to speak? _____
3. What language does your child speak most often? _____
4. What language is most often spoken in your home? _____

If one or more of the above questions indicates a language other than English, the student will be administered the MDE adopted assessment instrument.

5. When did your child first enter school in the USA? _____ In what state? _____
6. Is the student attending the school as a foreign exchange student? ___ Yes ___ No
7. Has the student ever been in a bilingual educational or an English as a Second Language program in a school in the U.S.? _____ Yes _____No
8. Did the student exit the program? _____ Yes _____No

Person completing this form (other than parent/guardian): _____

Parent/Guardian Signature: _____

The LEA has the responsibility under Federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, the LEA has the right to ask for the information it needs to identify English Language Learners (ELLs). As part of the responsibility to locate and identify ELLs, the LEA may conduct screening or ask for related information about students who are already enrolled in the school as well as from students who enroll in the LEA in the future.

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If any response on the Home Language Survey indicates the use of a language other than English by the student or an individual in the home, the principal of the school that the student will be enrolled in will be informed through the use of email, a personal telephone call, and/or memorandum. The ELL Team/Committee will also be notified in one of the above stated ways.

The ELL Team/Committee may be comprised of the following members:

ELL Coordinator
ELL Teacher
Principal(s)
Classroom Teacher(s)
TST Coordinator
Parent Coordinator
Counselor

The ELL Coordinator, the ELL teacher, the principal and counselor of each school, with input from the ELL Committee, shall direct services for the ELL students. The instruction that the student receives will be based on the grade level and severity of need.

Because all ELLs must be allowed to attend school regardless of their ability to present a birth certificate, social security number, or immigration documentation, the LEA will follow the procedures set forth in the Cumulative Folders and Permanent Records Manual of Directions. Therefore, the enrollee will be assigned a student number through MSIS (Mississippi Student Identification System).

The LEA, if necessary, will also contact the former school system if parents do not have immunization records available. If necessary, students can begin the immunization series at the local health department.

All of the ELL students enrolled in the Grenada School District shall not be excluded from any of the other programs offered to any of our other students. Therefore, our LEA has procedures and demonstrated practices that ensure that ELL students are able to participate in the academically gifted and/or specialized activities.

Although our ELL student enrollment, district-wide, is very small, ELL students are allowed to participate in Title I services on the same basis as all students in the Title I participating schools. Instructional methodologies and a number of services that enable the students to acquire the proficiency to become effective learners are in place.

Language minority students identified via the Home Language Survey are screened utilizing the MDE adopted assessment instrument. The Home Language Survey is on page 2 of this document.

METHODOLOGY

The state-mandated English Learner placement assessment will be administered to ELL students within the first few weeks of the school year. The results of the test are used to help place the students in the appropriate language instruction education program. Parental consent is not required for assessing the child's English language proficiency; however, parents may remove their child from a program upon their request or choose another program or method of instruction, if available.

The language professionals (designated teachers at each school) shall meet with the ELL Coordinator, ELL Teacher and the ELL Committee to determine what is appropriate for each child and to tailor the instructional format. All ELL students shall be mainstreamed for classes and programs. Materials, support, and intervention for such student shall be provided to maximize learning.

The educational approach adopted by the Grenada School District includes the following options, based on student needs:

Sheltered English Instruction
Structured English Immersion
Specially Designed Academic Instruction Delivered in English
Content-based ESL
Content Classes with Integrated ESL Support
Pull-out ESL instruction

The following services shall be available at each school:

Modified instruction by the classroom teacher
Mentoring by cross - cultural mentors, if available
After-school tutoring opportunities, if possible
Internet access - language/educational software, information links and resources
Audio, video, and other translation resources

The MDE adopted assessment instrument, informal measures (classroom observation, student interviews, teacher/parent referrals, reading/writing inventories) shall be used to determine readiness of students. Also, the mastery of basic competencies according to performance on prescribed state tests will be used to further determine ELL status.

An ELL plan shall be developed for each ELL student. The plan shall 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 which address the benchmarks applicable to the Mississippi State testing standards.

ELL students may receive assistance from instructional assistants in the regular classroom, as well as from special classes and remedial programs. ELL students will

be encouraged to participate in the Extended School Year Program for intensive reading and math enrichment. Peer tutoring and instructional internet sites may be used to assist the students in becoming proficient in English.

An ongoing evaluation shall be used to determine if the student has made sufficient progress in English language proficiency. Also, the parent or student may initiate the suggestion for re-evaluation. The student shall automatically be evaluated at the end of each grading period and at the end of each year.

Parents will be notified no later than thirty (30) days after the beginning of the school year if their child has been placed in an instructional program.

The District will provide an interpreter for ELL students if the Committee deems it necessary.

Parents may deny services provided by the District by signing a waiver form.

A Student Evaluation Team (SET) that includes the guidance counselor, the ELL teacher or tutor, and grade-level classroom teachers best accomplishes exiting ELLs. Factors to be considered in deciding whether a student should be retained in ESL classes or exited from them include the following:

- Standardized test scores
- Academic achievement as measured by classroom assignments and tests
- Observation of classroom behavior
- Interview with the student
- Length of time in school
- Student's educational background
- Progress through "Can Do Descriptors"